

The **CLEARING HOUSE**

April

1950

SEX EDUCATION

The Facts about 2 Generations

By PAUL H. LANDIS



U. N. WORKSHOP:

Report on Problems & Methods

EVERETT *and* ARNDT



"O.T.C.": Course for High-School Leaders

By JOHN J. GACH



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Vol. 24

No. 8

How to Associate with Junior-High Students . . . The 4 MM Film: Blessing That's Being Kept on Ice . . . "All Children of All People": Realistic Sense! . . . Guidance Projects of a Small High School . . . Quiz Show . . . Grammar Drill

**A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS**

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to 2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 24

APRIL 1950

No. 8

SEX EDUCATION: The Facts About 2 Generations

(A study covering 307 college girls & their mothers)

By

PAUL H. LANDIS

IT IS QUITE generally recognized that in this age of supersonic rockets, we are still in the age of the one-hoss shay as far as many aspects of sex education and marriage preparation are concerned. Yet there is improvement. Of this we offer some objective proof.

The generation of girls in the State College of Washington in the fall of 1947 and their mothers were asked¹ to answer an anonymous questionnaire dealing with sex education, marriage attitudes, and family practices. The two generations, each working independently, answered the same series of questions. A few of the comparisons made are reported here,² namely, (1) sex education in the two generations, (2) premarital advice, (3) certain aspects of reproductive behavior. Those living in urban areas (places of 2,500 or more people) and those living in rural areas (open country and places under 2,500) are compared separately

where differences in results justify separate categories.

In all, 1,425 girls and 858 mothers were studied, but comparisons reported here are confined to 307 young women and their own mothers, leaving out those families in which only one generation answered. This standardizes family backgrounds of the two generations. The girls, of course, were all in college, because this was the group chosen for study. Slightly less than half of the mothers had attended college.

It was found that there has been a great deal of improvement in sex education in both rural and urban areas between the two generations. A much higher proportion of the daughters than the mothers received their first sex information before thirteen years of age (daughters, 81.9 per cent; mothers, 54.5 per cent). In both generations, country families actually faced the problem of sex education in the family more often than did urban families. Some 8.0 per cent more rural than urban daughters and 22.6 per cent more rural than urban mothers received their first sex information before age thirteen. A higher percentage of rural than of city parents also gave the child his first sex information before ten years of age (29.5 per cent of rural families; 24.0 per

¹ Questionnaires in duplicate were given to college girls, the duplicates to be mailed to their mothers. All were returned anonymously to the Division of Rural Sociology.

² For a report on other aspects of the study see: Arlene Sheeley, Paul H. Landis, and Vernon Davies, "Marital and Family Adjustments in Rural and Urban Families of Two Generations," *Washington Agricultural Experiment Stations Bulletin*, No. 506, Pullman, May 1949.

cent of urban families). It is possible that the sex behavior of animals and the process of birth, more often observed by rural than urban youngsters, leads children to raise questions that require parents to discuss facts of procreation and birth with them.

As important, certainly, as time of receiving sex information, is the source from which it is received. On this question, city and country women differed so little that comparison is confined to the two generations. Three-fourths of the current generation of young women received their first sex information from their parents or relatives, compared to less than half of the mothers. In both generations, the mother was the principal source of first sex information, with the sister the second most important informant.

Only a fifth of the youth generation received their first information from playmates and friends. A considerably higher proportion (27.7 per cent) of mothers learned of sex from this source, which undoubtedly means that their first introduction to the subject was more often vulgar.

The other first sources of sex information mentioned included experience, the school, church, and books. The school has become a more important source of sex information; one in fifteen of the youth generation but only one in twenty-five of the parent generation received their first sex information in the school.

A critic might argue that many received their first sex information at home before the age of entering school and, therefore, could not have first been taught about sex by the school. Our data show that less than three per cent of the parent generation and only eight per cent of the college girls received sex instruction before age six. A large group in both generations still had no sex information at age 13. This suggests that the school, had it faced the issue, could have played an important part, not only in supplementing family instruction, but in actually first introducing the subject to the

majority of students in both generations.

The next comparison made was that between mothers and daughters with regard to what they considered the best way for a child to learn about sex. In this there was a close similarity of opinion between the two generations, both rural and urban. Of the parent generation, more than nine out of ten felt that the best way for a child to learn about sex was from his parents. Almost as high a proportion of college girls felt the same. Over half of both generations also agreed that systematic instruction in schools was an ideal source of sex information. This suggests that regardless of inadequacies of their own teaching, both generations feel that sex education is first and foremost a responsibility of parents and secondarily a problem for the schools.

Closely allied to the problem of sex education in childhood and adolescence is that of immediate preparation for marriage. The different groups of women were asked to check this statement if they believed it: "I think that a man and woman should seek premarital advice."

On this subject, the attitudes of the college generation are far different from those of their mothers. Over 80 per cent of the country girls in the college group expressed the belief that a man and a woman looking toward marriage should seek premarital advice. Of their mothers, little more than 60 per cent thought that a young couple should seek premarital advice. Of the city group, over 85 per cent of the girls thought that the young couple should seek premarital advice, and almost 70 per cent of their mothers agreed.

It is important to remind ourselves that if a rural young person wanted to seek counsel prior to marriage, he would have to seek it from a commonsense source rather than from a marriage counselor or from a marriage clinic. Perhaps the most significant finding is that the majority of all groups actually believe in premarital advice, and yet if all those looking forward to

marriage should actually seek such advice from competent professional sources, they would be unable to find standing room in the few urban clinics that exist.

In order to learn the extent to which opinions conform with practice in the fields of parental counseling, a questionnaire was distributed to married college women students and to wives of married students attending the State College of Washington and to the mothers of these two groups to learn how many of the two married generations sought premarital advice. Replies for 131 matched pairs are compared here. Of the mothers, only a fourth sought premarital advice. Of the married daughters, 55 per cent sought premarital advice.

This study made no attempt to learn the exact nature of the premarital advice sought by the two generations, but did ask from whom the advice was sought. In no case was it sought from a clinic. This is probably explained by the fact that the State College of Washington is located in a small community and the majority of its students are drawn from rural areas and small cities rather than from metropolitan communities where clinics would be available. The college has no marriage clinic.

By far the most important source of premarital advice was the doctor. Of the 25 per cent of the mother generation who sought premarital advice, 18 per cent went to the doctor for it; of the 55 per cent of the married daughter generation who sought premarital advice, three-fourths went to the doctor.³ Certainly, this is a marked expression of the confidence women now show in the doctor as a source of information to help prepare them for marriage. Of those of the two generations seeking advice, almost twice as many mothers

EDITOR'S NOTE

Dr. Landis has made a study of sex education, premarital advice, and certain aspects of reproductive behavior in two generations of women—young women attending college, and their own mothers. He says that while education in these areas is still in "the age of the one-hoss shay," he is glad to offer some objective proof that there has been improvement. He is state professor of rural sociology and rural sociologist at State College of Washington, Pullman, Wash.

(59 per cent) as daughters (36 per cent) depended on relatives or friends for advice. Twice as many of the parent (22 per cent) as the daughter (11 per cent) generation who sought help, sought it in books. None of the parent generation sought help from a pastor or a teacher. One in ten of the youth generation seeking advice sought it from the pastor, one in 35 from a teacher.

In the face of this convincing evidence that young people today are serious about this matter of getting advice prior to marriage, we may well ask ourselves about the competence of the persons to whom they go for advice. The only person technically trained for the advice function is the doctor, and his training prepares him primarily for giving advice concerning the physical aspects of marriage. He is probably most often asked concerning contraception, a field in which he is ordinarily qualified to give reliable information.

If one assumes that relatives and friends pass on the folklore about marriage, or information gleaned from their own experience, rather than scientific information, it is probably as well that this source of counsel is being sought less often than formerly. That the minister is being approached by more than one out of ten of the youth generation is suggestive that they sense a need

³ The fact that some thirty-eight states now require a medical examination prior to marriage may have been an important factor in this trend. Being required to go to a doctor prior to marriage, the woman facing marriage perhaps finds it easier than did her mother to discuss with him contraception and other aspects of marriage.

for help with the psychological and spiritual aspects of marriage.

In an individualistic age, when some young people at the time of marriage intend never to have children, it was considered important to know whether or not the two married generations had discussed the problem of children with their prospective husbands before marriage. In this respect there has been a marked change between the generations. Of the parent generation, only half discussed children with their prospective husbands before marriage. Of the married daughters studied, 91 per cent discussed children with their prospective husbands before marriage. When one realizes that in some states numerous annulments are being granted today, some of them several years after the marriage, because one party proved that the other had no intention of having children at the time of the marriage,⁴ the tendency of young people to face this problem frankly before marriage rather than afterwards is of increasing significance.

A question dealing with the length of time each generation thought should elapse before the couple had their first child was asked. On this point, rural mothers and daughters thought almost alike. More than half of both generations and of rural and urban women thought the couples should wait two years. More urban daughters than mothers thought couples should wait at least that long.

How has the attitude toward size of family changed between the generations? This question is particularly important to the school in light of the longtime decline in the national birth rate.⁵ These findings show that girls with a country background hold as an ideal a somewhat smaller family

than did their mothers (means: rural mothers 3.59; rural daughters 3.51). Urban girls hold a considerably smaller number as ideal than their mothers, more than a fourth considering the two-child family ideal (means: urban mothers 3.21; urban daughters 3.15).

Expressed ideals are one thing, actual family practices may be quite another. How did the families in three generations, the mothers of students, their mothers, and their grandmothers compare in size? In all three generations childbearing was completed, or practically so. In the great-grandparent generation and the grandparent generation, an only child was a rarity. In the parent generation, more than one in five urban families had only one child and one in eight rural families. The two-child family was rare in the great-grandparent generation, but was found in over a fifth of the grandparent generation living in cities. In the parent generation, almost half of the urban families had only two children, and over a fourth of the rural families. Having three or more children was the norm in both rural and urban America in the great-grandparent generation, over 85 per cent having three or more children. It was still in vogue in the grandparent generation but less so in cities than earlier. In the parent generation, little more than a fourth of those in cities had three children and few more than half of those in rural areas.

A review of these findings gives clear evidence that the youth generation is better informed on matters of sex than was the parent generation. Youth more often sought premarital advice and more often discussed the problem of children with their prospective mates. Both rural- and urban-reared girls hold as ideal a smaller family than did their mothers. In the background is the established fact that the family has decreased in size through the three generations that have completed childbearing.

The implications of these data to education are numerous. Certainly the home and

⁴For an excellent statement on this problem see the article by Leander B. Faber of the New York Supreme Court, "The Growing Annulment Evil," *Women's Home Companion*, Vol. 72, Part II, September 1945, pp. 20 ff.

⁵For a summary of the long-term trend, see Paul H. Landis, *Population Problems*, Chapter IV. New York: American Book Company, 1948.

school have failed to meet adequate standards for sex education in training the college generation, even though this generation was better prepared than their parents. Has there been enough improvement in this phase of education in elementary and secondary schools during this decade to correct the lag? It is doubtful. And the colleges have moved far too slowly in research and clinical experience to provide the clear light of science on problems of premarital advice and counseling. Folklore has been dispelled with scientific knowledge at many points but the cumbersome and costly guide of tradition is still the best that exists in many areas. And in the field of values dealing with size of family, the urban school still faces a responsibility of which school administrators are, for the most part, unaware.

The urban population has not been replacing itself. Urban girls in this study held an ideal size of family smaller than that of their mothers. A study by the Milbank Memorial Fund^a of the net reproductive rates of a group of women in American

cities of over 100,000 in the mid-1930's showed that educated women in these cities are falling far short of replacing themselves. A net reproductive index of 100 is necessary for replacement. The net reproductive index of women with college training was 52; for those with a high-school education 68. Only those with a seventh-grade education or less approximately reached the replacement level. These were depression birth rates, and have been temporarily raised, but birth rates of metropolitan women are still far below replacement levels.

The 1940 census showed that women past child-bearing age with grade-school training had 2.9 children; those with high-school training 1.9; those with college training 1.4.

It is not surprising that the college group was little more than half up to the replacement level. This has long been the case. But with the masses now attending high school, the failure of this high-school group to reproduce itself by such a large margin foreshadows a serious decline in the birth rate in the future unless there is a marked revision in social values. This can be achieved in part by nation-wide training for marriage and family living in the secondary schools.

^a B. D. Karpinos and C. V. Kiser, "The Differential Fertility and Potential Rates of Growth of Various Income and Educational Classes of Urban Populations of the United States." *Milbank Memorial Fund Quarterly*, 17:367-391, October 1939.



Examination Instructions

By JACOB C. SOLOVAY

Pupils, do not sigh or fret,
This is not the toughest yet.

What is an examination
But a moment's aberration?

In a crisis catastrophic,
Be aloof and philosophic.

Life, as you will some day see,
Has abundant misery.

Still, I really must admit,
I am glad you're taking it!

U.N. WORKSHOP:

A Report on Problems and Methods

By

SAMUEL EVERETT and C. O. ARNDT

THE SUDDEN EMERGENCE of the United States into a *de facto* position of world leadership since V-J Day has found the people of this country almost totally unprepared intellectually and emotionally for the task. We are hardly aware of the knowledge needed for undertaking such responsibilities. Yet we are convinced we must assume them. Emotional readiness seems to be even more difficult to achieve than intellectual competence.

School people are just beginning to ask themselves what the implications of our new world position are for education. What is involved in teaching international understanding? Can the narrow attitudes of nationalism and prejudice we find in ourselves, and in children, be changed? What shall we teach about the United Nations? Are materials available? What issues are paramount? How can the job be done in the second grade, the fourth, the seventh, and the senior high school? Such questions as these were in the minds of staff members and students as we assembled in the New York University Summer Workshop on the United Nations.

The first week of our six-week session was largely spent in becoming acquainted, raising our problems, inventorying our resources, and planning ways and means of working.

Personal and Community Resources

It soon became apparent that group and individual planning was made difficult not by a scarcity, but by an overwhelming number of resources. There was the United Nations headquarters only a few miles away.

Attendance at Security-Council, Social and Economic, and Trusteeship-Council meetings was possible. Teaching materials were available in the UN Bookstore and through first-hand conferences with officials responsible for the detailed work of various United Nations agencies.

Five trips were finally planned and made to the United Nations offices. Several permanent officials of the Secretariat visited the group at the Straubenmuller Textile High School, New York City, where the workshop was housed. These specialists gave needed data to individuals and small special-interest groups on such subjects as the World Health Organization, Unesco, the Trusteeship Council, and the Social and Economic Council.

UN summer workshopers were interested primarily in two questions as they talked with staff members of New York City organizations, namely, what materials of instruction for international understanding are available, and how can you be sure that your materials make for real international understanding?

Effective use of staff members and students with special knowledge and skills became a very real problem. The director of the United Nations workshop was a specialist in comparative education who could give first-hand accounts of experiences in Far-Eastern countries. Vital information on the ways of life of other peoples came from a teacher from Germany, an administrator from India, and a writer of Russian birth. One staff member was a specialist on the rise of Soviet Russia and Communist ideology. A third could give

special help in curriculum construction, materials, and methods.

A number of workshopers had actively engaged in inter-group education, in both elementary and secondary schools and community agencies. Workshopers represented a number of races, nationalities, and religions. The difficulties of understanding different values and ways of life, which all school children meet in our culture, were present in our own workshop. Mutual interchange between individuals in small and large groups uncovered differences but also made possible sympathetic understanding.

Many local communities and work groups are rich in resources which can be utilized in the development of international understanding. These can be called upon in teacher-education programs. Leaders of foreign-language groups can describe the customs and points of view of nations other than our own. The foreign-language press can be utilized. Foreign visitors may be used as resource people. The staffs of foreign consulates are more than willing, both to furnish written materials and films, or to send representatives to meet with teachers.

UN Workshop Organization

The activities of the first week were largely planned in advance by the staff. They included getting acquainted with one another, stating our problems, exploring our resources, briefings on the United Nations, and the first of five all-day trips to the United Nations. Weekly planning sessions of staff members and students determined the nature of the program for the five succeeding weeks. Large group sessions were held in which staff members and guest speakers were asked to explore problems of interest to the whole group. Progress reports were made by small work committees. Films on the United Nations and related topics were seen and discussed from the point of view of the issues they raised and the difficulties and advantages of their use

in elementary and secondary schools.

The spade work of exploration and discussion came in small committee interest groups. A visual-aids committee explored various media and advised the workshop on their use. A curriculum committee constructed source units for use at various grade levels. They also collected materials of instruction. A number of students made a study of Soviet Russia and its impact upon western ideas. A committee on attitudes studied the problem of how attitudes are formed. They explored a number of techniques for discovering the attitudes of pupils in such areas as race, religion, nationality, and social and economic status. They considered the conditions most favorable to changing unsocial attitudes.

A committee on world religions in building the peace was made up of an Indian Moslem, a former resident of the U. S. S. R., a Negro social worker who has written on Jewish culture, a Catholic, a Methodist, a Baptist, and a former Lutheran theological student. Discussion and study centered

EDITOR'S NOTE

The United Nations Workshop conducted in the summer of 1949 at New York University was an attempt to prepare school people for teaching and curriculum construction in the area of international understanding. The authors planned this report to offer help and suggestions to educators who will develop similar workshops within their own school systems, in the belief that many such local workshops are needed in order to prepare young people for world citizenship. Dr. Everett is a member of the faculty of the School of Education of City College, New York City. Dr. Arndt is a professor of education in the School of Education, New York University.

about the holy books of each religion, the teaching of each regarding the brotherhood of man, and the position of the major religious groups toward the United Nations. Such controversies as that between Cardinal Spellman and Eleanor Roosevelt on federal aid to education were studied and the view of each religion regarding this controversy was assessed.

A small study group developed about the people of China. Gerald Winfield's recent book, *China: Its Land and People*, and George Cressey's *Geographical Foundation of Modern China* were found most useful for general reading. The question of desirable United States policy toward a China which was obviously moving toward Communism was given considerable attention. Some felt that both the federal government and private agencies in the United States should sponsor endeavors to develop transportation, food production, and mass education in China. Help is sorely needed in these areas. Others believed that such a program would play directly into the hands of the Communists.

Difficulties and Successes

Teachers are usually zealous in the quest for learning materials. When a new field such as the United Nations is under study such zeal may obviate the quest for light upon crucial issues. We found this to be true in our workshop. Pamphlets, posters, films, and other curriculum materials were found without too much difficulty, but such questions as "What shall we teach and how?" were less readily resolved. They were attacked most fruitfully in the small study groups. Workshopppers were advised to join not more than two of such groups.

To illustrate some of the difficulties en-

countered, mention should be made of the study of the Universal Declaration of Human Rights. We were interested to learn of the development of the Declaration and of contributions made by the various countries towards the rights listed. The real test came, however, when we tried to envision what would happen if the Covenant on Human Rights—which will be presented to the Assembly in September 1950—really became effective. Would we be ready to have the United Nations challenge the United States, for example, for its treatment of minority groups? Again, if international inspection of atomic-energy production were really undertaken by the United Nations, would we be ready to have Oak Ridge examined?

Among the obvious benefits of the workshop was the opportunity to think through some of the real problems which face the teacher in the classroom. Resource people were abundantly available and ready to help insofar as their time allowed. Stress was ever upon the method of problem solving in curriculum building, a new approach for some, at least. The role of this method in developing international understanding became apparent to most participants.

The lasting benefits of the workshop, according to the statement of a large number of its members, came from the quality of friendly human relations which developed as people worked together on their common problems, as they ate together and otherwise cooperated. For many it was a new experience to work with an Indian, a German, a Negro, or a white person.

The fact that these people could help one another, and did, served to clarify the concept of one world at action level.



If we had a special course for every cause called for by popular demand, Johnnie would not get out of high school in time to celebrate his thirtieth birthday.—KATIE SUE ECHOLS in *Journal of Florida Education Association*.

How to Associate with Students of JUNIOR-HIGH AGE

By
ROBEN J. MAASKE

THE TITLE of this article was chosen advisedly to encompass the relationships with junior-high-age students of parents, teachers, principals, guidance officers, health nurse, and others who are "associating" in the process of educating and developing the student of this age.

The success of the educational program for the junior-high-school-age student is greatly dependent upon a clear understanding of his general characteristics. This is true, of course, of every age group, but particularly so of the adolescent.

The Junior-High-School Student. This student presents a panorama of personality characteristics. There is no single pattern of development. Perhaps this is why parents, teachers, and others associating with young people of this age often find themselves baffled. At no age, probably, is it more important that mutual respect, tolerance, and understanding be carefully cultivated.

The differing characteristics of the age in respect to sexual maturation, general physical development among boys and girls, and the appearance of specialized interests are fairly commonly known and reasonably well understood by many parents and the better junior-high-school teachers. It is in the realm of social and economic backgrounds, home influences, social attitudes, and personality changes that parents, teachers, principals, and others find many difficulties in dealing intelligently with the adolescent student.

It is at this age that the adolescent enters something of a new world. He is often surprised at himself. Alternate displays of affection and aggression, rebellion and resent-

ment, with a seeming lessening of parental affection, leave parents—and teachers as well—somewhat mystified at times. His increasing desire for independence is reflected in various disconcerting ways. The need for sympathetic understanding and guidance on the part of all who deal with him is great.

Consideration should be given to helping the adolescent understand the *why* of certain modes of behavior. He should be aided in finding out about things for himself and in making up his own mind. That he will frequently question the reasonableness of things should not cause alarm, for it is a natural manifestation during this growing-up period.

An older concept of discipline placed emphasis upon more or less subservient obedience. Comparison of the armies of Japan and of the United States in World War II taught us a lesson here. For example, in contrast with military convictions of long standing, it became clear that the German and Japanese soldiers, trained to do only what they were precisely told, were inferior to our soldiers trained to exercise individual judgment and initiative when confronted with a critical situation. The other extreme is also undesirable, since children must learn to respect justly constituted authority.

Newer concepts of discipline add burdens to the task of associating with the junior-high-school student, but the problem must be met if the home and the educational program are to be really effective. There should be present in the atmosphere of the good junior high school a professional desire on the part of teachers to view the

development of individual students objectively as well as sympathetically and to maintain along with parents a diagnostic attitude toward evidences of maladjustments.

Specific Characteristics of Junior-High-School Students. In the matter of social characteristics, quite generally boys seek boy companionship; and girls seek girl companionship, or occasionally that of older boys. This latter factor is, of course, due to the earlier sexual maturation of girls. However, much as it may perplex parents, the professional teacher will be aware of it and plan accordingly.

The age is one in which a continuing attempt to attain a greater measure of security is evident. If security is not attainable fully in school, it is sometimes sought in neighborhood gangs, not all of which are bad. However, membership in a group appears to give added individual status and is sought after accordingly.

The "assertiveness" characteristic somewhat common at the junior-high-school age is an outgrowth of the budding desire to attain status. It often manifests itself in disrespect and rudeness to parents and also to teachers. It should be recognized as a rather natural characteristic which both parents and teachers should handle with considerable patience and understanding.

The success of the school program, as well as the home and other out-of-school relationships of the student, will depend to a considerable extent upon a recognition of these briefly-discussed social characteristics and similar ones readily known to psychologists and experienced teachers. It behooves the home and school, then, not only to recognize these factors, but parents, principals, teachers, and other school functionaries should plan to capitalize on them through the various home, instructional, and extra-classroom activities.

In the area of intellectual interests, the junior-high-school student is interested in

broader exploration, has greater inquisitiveness, and wants to do things rather than listen to too much abstraction. The teacher will do well to provide many illustrations, demonstrations, experiments, and examples to enliven the teaching and learning process in the junior high. The parent, too, can help in a similar way in the home.

Students tend to broaden their interests and to show individual potentialities in a variety of talents. They tend to act a bit more on the basis of thinking and less on impulse. These signs are all part of the growing-up process, but they seem to be accentuated during the adolescent period. Again, these developments and characteristics should be taken into account during the day-to-day routines of the home and in the operation of the school program.

From the health standpoint, the junior-high-age student is usually relatively careless. Health rules mean little to him. Plenty of exercise and other physical means of letting off inward "steam" are quite important. Boys of this age are readily interested in sports and organized games. Girls of the athletic type take to games and some outdoor sports, but the girls generally are less enthusiastic about exercise than at earlier ages.

The girls, being more mature than the boys, tend to pay more attention to dress and to affect a somewhat coy and giggly demeanor very characteristic of the age. Their growing interest in boys, especially boys somewhat older than they, is noticeably evident. A tendency to gain release from parental cautions and restraints is apparent. Many surprised parents find themselves with little warning thrust into the role of being "old fogies."

In the moral-spiritual realm, the junior-high student begins inwardly to gain perspective in spite of a somewhat careless and carefree exterior. Life itself begins to take on new meaning. Questions asked on occasion tend to indicate exploration into new

fields of deeper significance from the standpoint of moral and spiritual standards and values.

It is important at this age that opportunity for some quiet and solitude be arranged, even though it may appear difficult to provide. One general fault of the school-home program, perhaps, is leaving the student with too little free time. Quiet moments for worship, contemplation, and meditation have really helpful therapeutic value to both boys and girls. One should remember, too, that these years are highly impressionable ones. Boys and girls are apt to note and judge rather quickly, and sometimes harshly, the attitudes, actions, and examples set by both parents and teachers.

In one junior high school, a joint committee of parents, the principal, and a teacher met to work out a schedule for out-of-school activities. The committee's work resulted in the reduction of such activities to allow more free time at home. Suggestions for the use of this home time were also made by the committee for the guidance of parents. The venture was pronounced very successful in its results in that school.

What Parents and Teachers Can Do. First of all, parents need to understand the differing characteristics which become apparent as children grow up through the adolescent ages. What parents have learned about their offspring in the years up to about ages 13 to 14 will help some in preparing them for the rather marked changes in characteristics displayed as their children move through adolescence. However, they will need to understand the changes which take place in the adolescent years and be prepared to adjust in a somewhat different way.

Some of the reasons advanced for the organization of the junior high school as a separate school involve making possible a school environment most suitable for the adolescent. Recognizing the urge of students

EDITOR'S NOTE

Some teachers who have taught on both secondary-school levels prefer to be in a junior high school, while others, to put it mildly, would rather not. If you want to get along with junior-high-school-age students there are certain things about them that you should understand, and certain things that you'd better accept as inevitable. That is Dr. Maaske's point in attempting to provide for "teachers, parents, principal, guidance officers, and others . . . something of a total picture" of children of this age level, and suggestions on how to associate with them. He is president of Eastern Oregon College of Education, La Grande, Ore.

of this age for exploration of interests, for developing special talents, for new social contacts, for suitable physical education, the good junior high school has sought to meet these needs through its curricular and extracurricular programs.

The school is remiss in its duty if it does not make these purposes clear to parents. For parents can aid and cooperate in numerous ways, if they are clear as to the purposes and program of the junior high school. The junior-high-school age is a highly important one, and mutual school and home understanding and cooperation are of extreme importance.

Recognizing the need for a definitely-planned, home-school cooperation program, one junior-high principal prepared a series of well-timed bulletins to parents discussing in simple manner several phases of the school's program. Each bulletin also contained concrete suggestions for parents to follow in implementing the program emphases of the school at the various times during the year. The tentative draft of the bulletin was discussed in each case with a

representative committee of parents before it was issued in final form.

Father and mother need to think together, discuss methods of treatment, and work closely together in making the best contribution to this growing-up period in the lives of their child or children. Close cooperation with the teachers and occasional personal conferences can mean much in this joint educational task. Such conferences before any problem occurs are much preferable to those usually held after a difficult behavior problem has developed.

The ideal junior-high teacher is one who has a keen and sympathetic interest in individual students and their proper development. He must have a clear understanding of students of this age, their characteristics and general interests. He should be well endowed with patience and a sense of humor. These are also attributes the parents will need to cultivate in working successfully with their children throughout these early-teen ages.

One enterprising junior-high principal, working with the officers of the local PTA, arranged a series of three forum sessions for parents during the school year on "Understanding Our Children." A psychologist from a neighboring college gave a talk at each meeting and then skillfully led a lively forum discussion, followed by a concise summary of conclusions. The conclusions were written out each time and copies were mimeographed and given to all parents.

Specific Suggestions. There are probably three areas in which parents, as well as teachers, can be of specific help to the student of junior-high age. They are as follows:

1. Avoid over-indulgence and over-neglect. Children of this age enjoy and respond to treatment which recognizes them as semi-grownup. Over-indulgence is bad but over-neglect is also bad. The transition from child to semi-grown up should be considered as a gradual process. This, too, will vary with different children, even ones in

the same family. Nothing, therefore, can replace judgment and good common sense on the part of parents in considering each adolescent as an individual.

Parents will do well to place increasing responsibility upon the individual of this age. This should include providing opportunities for making independent decisions, assuming part-time jobs, doing home duties agreed upon, and similar tasks which provide responsible experiences. Encouragement should be given to special talents and abilities. Praise when earned should be judiciously given.

Every attempt should be made to avoid seeming injustices, recognizing that sensitivity is a pronounced characteristic of this age. "Reasons why" accompanying parental decisions are an important thing to remember. Severe treatment should be used with a good deal of discretion and parental forethought.

2. Keep promises faithfully. Promises faithfully kept will help to build and inspire confidence. The outward awkwardness of the adolescent, perhaps symbolic of the inward "uncertainty," should be fully recognized for what it is—a certain lack of general confidence. Hence it is important that efforts be made to build up the confidence of the boy or girl in every way possible. While they strive to be grown-ups, they inwardly realize it is something of a pretense.

Consistency in treatment is a good plan to follow. For example, if boys and girls are judged responsible enough to hold part-time jobs, the spending of the money they earn should be left to their judgment. Parents will recognize similar examples to illustrate the principle of consistency of treatment. Promises kept are also a means of following this principle.

These young people should be induced to feel that they are growing up and that their actions and speech should reflect some like measure of maturity. This recognition will help in dealing with them. It should

be remembered, too, that corrections made with firm, sympathetic understanding will be much more effective than the use of sarcasm. The good junior-high teacher knows well the difference in the effect upon the student.

3. Appeal to their enthusiasm, pride, and idealism. Emotional security is still a real factor in the student's feeling toward his home and parents, even though at the same time he appears to want to ignore them. Hence, home security is a direct accompaniment to building up self-confidence, as noted previously.

An appeal to pride and the stimulation of enthusiasm in positive directions can prove very helpful in "bringing out" the adolescents. At appropriate times, appeals directed to idealism will bring surprising results, for under the cloak of surface carelessness there is much of idealism in the makeup of the junior-high-age student.

Occasionally the confidence on the part of the student that he knows about everything there is to know is exasperating to parents. Perhaps the following story will illustrate this characteristic. The story might

even be shared at an appropriate time with children of this age.

It's a tale Mark Twain is reputed to have told about himself. He relates how as a boy of thirteen he was exasperated with his parents, his father especially, because it appeared to him his father knew so little. "Why," he said. "I was actually ashamed of my father because he was so ignorant." After several years' absence from home, when Mark was about twenty-one he returned home for a visit. He told of his long conversations with his father and reported afterward, "Why, you know, I was tremendously surprised to find out how much the old boy had learned in those eight years." And so it is with the adolescent.

The task of rearing a child during the teen ages is a trying experience to parents and to teachers. It requires tolerance and understanding, some sympathetic insight and feeling, some careful planning, and withal considerable patience and a sense of humor. Well done, however, it is an agreeable and satisfying task, one for parents to look back upon later with a feeling of pleasurable accomplishment.



Code for Study and Social Activities

As a part of the Parent-Teacher-Student Association program of the Wellesley [Mass.] Senior High School, a committee of students and parents has produced a "Guide" for the use of leisure time. The first results of the study are interesting and encouraging. . . .

As the plan develops and takes hold, there is little doubt but that its strength as an unwritten code of ethics, as a guide accepted by the students voluntarily and revised to meet the needs of the individual, will become a force in the wiser and more efficient choice and pursuit of leisure-time activities.

The "Guide" contains the following suggestions:

Studies

1. From 7:15 to 9:15 is the time for study with no telephone calls.
2. Radio and phonograph use are restricted during study hours unless programs are required.

Social Activities

1. Suggestion is made to limit telephone calls to from five to ten minutes.
2. One hour after the end of a dance or movie is time enough to get home.
3. Midnight is set as the time for the ending of private parties, after which one should come home promptly.
4. Parents should be informed of students' whereabouts and approximate time or arrival at home. Telephone home if delayed.
5. Motor vehicle laws shall be strictly adhered to at all times. Particular attention shall be given to laws regarding speed and overcrowding.

The code was approved by the Wellesley Senior High School Student Council, the Advisory Council of the Wellesley High School, and the Parent-Teacher-Student Association.—WILLIAM T. STIMSON in *The Massachusetts Teacher*.

THE "O.T.C.": *students get training in conducting meetings*

A Course for High-School Leaders

By
JOHN J. GACH

THE OFFICERS' TRAINING COURSE has long been a unique feature at the William Horlick High School of Racine, Wisconsin. Miss Rachel Hauck, formerly of our speech department, became acutely aware of the crying need for adequate training of club officers and representatives to our student council in conducting orderly and efficient meetings. Accordingly, she worked out a program for providing such training that was both practical and informal in nature. Her successors on our staff, Mrs. E. Harnett and Miss J. Piquette, have continued with this program, and its permanent values cannot be denied.

O.T.C.—as the course is better known—is a *must* for all club presidents and representatives to the student council. It is compulsory for these students to take this course prior to, or during, their term of office. The course is also open to any other students who may wish to gain a working knowledge of parliamentary procedure. The course carries one-half credit and the classes are

held three days each week. The schedule is so arranged that the members of this group meet in the speech room on two days, and they are required to be present at the mid-weekly meetings of the student council, which are held at noon every Wednesday. In this way, a unique approach is made to the problem of parliamentary procedure, which often—with its many ramifications and its legal sounding phraseology—appears much too formidable to the average student.

This required attendance at student-council meetings results in the actual observation of a student-conducted meeting. A careful and critical analysis of the meeting, with emphasis upon the minutes of the meeting, the presiding officer's techniques in guiding the council through the labyrinth of procedure, the nature and the mechanics of the motions from the floor, and a host of other pertinent observations contribute much to the classroom discussions which follow each meeting. As a result, the students can immediately assay the conduct of a meeting, and one cannot help feeling that the actual experience of working with their fellow students contributes much to their understanding of proper parliamentary procedure.

Such glaring mistakes as "I second the nomination" or "I make a motion" are quickly noted, and the erring student is immediately informed of the correct phraseology. Also, the students soon learn to conduct their meetings through the intricacies that arise from "amendments-to-motions" and other important, albeit bothersome, details of any meeting.

In addition to the "laboratory" work that

EDITOR'S NOTE

In the interests of having all club and student-council meetings conducted in an orderly and efficient manner, Horlick High School, Racine, Wis., has an Officers' Training Course, which gives training in parliamentary procedure. It is elective for the general student body, but required for all club presidents and representatives to the student council. Mr. Gach is assistant principal of the school.

grows out of attendance at these meetings of the student council, each member of this class also gains valuable experience by serving as the chairman of the group from time to time. Whenever necessary the teacher assists individual students, and the members of the class do much to help one another on problems that arise at meetings.

A number of books are used. These include Cruzon's *Practical Parliamentary Procedure* and Jones' *Senior Manual for Group Leadership*. A recent publication, *So You Were Elected*, by Ballard and McKown, is also proving useful to the students who are officers of the various clubs.

What are the values of such a course? Are they of a lasting nature? Does such a course lead to picayunish argumentation over the minutiae of procedure so that it is impossible to transact business at the meetings? These and many other questions are undoubtedly in the minds of many persons. We feel that the course is by no means a panacea for all ailing student meetings; there are still a number of things to be done before all such activities can run flawlessly. And we occasionally have "the Philadelphia lawyer" who questions everything and is sometimes obnoxious by his

obstructionism. However, the youngsters become aware of such tactics and pursue democratic practices in dealing with them. Still, we feel that the results, as noted over a fifteen-year span, are most satisfactory.

The students have learned to avoid the pitfalls which contribute to the disorganized nightmares of many student groups. The business-like air of the trained student leader is generally conveyed to the other members of the group, and better meetings are often the result of this efficient leadership. Our students, just as those of other communities, leave school to join other groups after graduation, and their experience in O.T.C. has proved useful on many occasions. A number of adults have commented on the fact that our students often conduct meetings far more efficiently and smoothly than do their elders.

Leadership, we realize, cannot be solely attained by good "briefing" in parliamentary procedure. Other factors, such as a sense of responsibility to the group, reliability, and loyalty are much too important to ignore. Yet, we would also be derelict if we were to ignore parliamentary "know-how" as an essential ingredient in achieving good leadership.



The Television Bandwagon Is Ready

At least one high school in the East has fifteen classrooms hooked up from a central control room with video outlets. The sets in the rooms are known as "slaves" or "repeaters" and are less expensive than the complete receiver. A master receiver for each transmitter in the area is installed in central control and the classrooms can switch to the desired program channel. Local controls permit adjustment of sound, brightness, and contrast for the needs of each classroom.

Proposals have been advanced that one TV set for each floor of a school could do a fine service job for the present. These receivers, mounted on dollies, could easily be moved from room to room. If the school is in a favorable location, an indoor

antenna mounted on the receiver should do.

A few schools have already installed projection or large-screen sets in their assembly halls and use them for receiving worthwhile telecasts. Some of these schools have arranged to open their doors to the community in the evening to give an added service.

It is important that we do not become complacent and wait until the industry develops further before actively participating in its work. Now is the time to become a co-worker in the movement so that its rewards may be shared. Television will never supplant the teacher, but it certainly may become an efficient aid.—PHILIP LEWIS in *Chicago Schools Journal*.

THE 4 MM FILM:

A Blessing That's Being Kept "On Ice"

By

B. A. AUGHINBAUGH

THE EVOLUTION of the motion picture resulted from man's opinion that sight is his major sense. Through sight man acquires ninety per cent of all his sensory information.

The Bible informs us that in the beginning "God said let there be light and there was light." Since man cannot have sight without light or see light without sight, the scientist can go along with the clergy in giving this prominence to the advent of light, and it is this dependence on sight that gives us our inherent interest in the motion picture. To man "seeing is believing." Hearing on the contrary is discounted as "hearsay evidence." A scientifically inclined poet said this all began when "you were a tadpole and I was a fish in the paleozoic age"—something we may verify by watching through a microscope the effect of light on the activity of that low form of life known as protozoa.

Many ages elapsed before that lowly lemur, the *tarsier*, found himself possessed of an instep or *metatarsal* bone, whence came his name. This bone prevented tarsier from conveniently bringing his nose down to food on the ground so he developed a thumb and brought the food up to his mouth. In focusing his eyes on an object brought so near to them, he was forced to swivel his eyes around the front of his face, and, in so doing, a scene viewed by each of his two eyes produced an overlapping image in his brain. It is this overlapping image which, Dr. Hooton, the Harvard anthropologist, informs us, permits man to build castles in the air—the stuff of which thinking consists. If these "air-castles" are

based on authentic images we may do good thinking, but if they are not, then we may be doing faulty thinking; having hallucinations, or being plain crazy. It behooves us therefore to attempt to obtain the best visual material if we are to form authentic *visual* mental images.

I emphasize *visual* images because, as I've already pointed out, these are the only kind that we can recall through a sensory reaction. At this moment you can "see" an onion very clearly although none is present, yet in spite of its pungent odor and flavor you are unable to recall the taste or odor of the onion you mentally see. Moreover you cannot mentally feel it nor mentally hear it drop on the floor. Should you suddenly find yourself smelling, tasting, or feeling onions or hearing them drop, where you knew no onions existed, you would not only be knowing your onions too well but you would probably be looking up a psychiatrist. However, you will not worry about mentally "seeing" onions.

Now pardon me for one other little journey into this fringe of psychology. A great deal has been said and written on "how we think." Only one psychologist, namely Hugo Munsterberg, has seen fit to take the motion picture into consideration, for directly or indirectly, the idea seems to exist that words are the stuff of which thinking is made. Watson came near the truth on this matter only he was following the track the wrong way. Watson thought we talked images *into existence*, but a little personal experimentation will reveal that we call up the image and then talk to ourselves about it.

Try repeating the verse and seeing the scenes of "Mary had a little lamb." Does not the "lamb" mentally appear *before* we say "lamb"? This must be so because, although there exists but one such creature, yet each language names it differently. The "mental" lamb invariably appears before the verbal lamb as surely as the lamb itself appeared on earth before its name. As in walking we may do this so rapidly as not to recognize the steps involved, but they are present.

By this time you are perhaps wondering what all this has to do with 4 mm film. The 4 mm film is probably the last step in recorded communication. It is precisely what we desired when we started out to make recorded communication in order to convey our mental images, which constitute the warp and woof of our thinking. Our first recorded communication was completely pictorial. The pictures became conventional pictographs and the pictographs evolved into ideographs, which the Chinese continue to use; the ideographs turned into alphabetic symbols of sound, thus transferring the function of our eyes to our ears. We never liked this change, condemning the transference with such phrases as "seeing is believing," "that's merely hearsay evidence," and "I'm from Missouri, show me." But we had to accept it because previous to the advent of the cinema, we were unable to make sketches or ideographic symbols display *motion*.

When the audio or alphabetic symbols evolved from the ideographs, we entered upon an evolution designed to give both written and spoken sound language the right of way. Writing was supplanted or replaced by printing, telegraphy, the telephone, the phonograph, and radio. But all this array of symbolism couldn't enable one to recognize an emu with surety had it not registered directly or through pictorial representation on the sense of sight. Thousands of school teachers, who do not realize this, try to have children acquire all sen-

sory experience through their ears because the use of words is convenient.

At last came the motion picture. Through this we recorded visual reality *as reality* and not through symbols. It therefore threw down the artificial barriers of language and forthrightly stepped forth. It immediately met the universal needs of men everywhere, whereas it had taken thousands of years to evolve languages. The motion picture took its place all over the world in less than half a century, and today it has all but displaced books as media of communication.

The motion picture has but one more hurdle to jump. It is now projected on a wall and hence lacks personal convenience. It was put on the wall by persons theatrically minded, the Latham brothers of Virginia, inventors of the Latham Loop, to be precise. This served a good purpose but also resulted in an equally bad one. Its evolution as a *convenient* instrument of communication for personal use was destroyed, and hence it lost in its competition with the book, phonograph, and radio in this

EDITOR'S NOTE

The growth of television, says Mr. Aughinbaugh, will force out into the market the 4 mm film, which he claims is the peak, the summit, the goal of all steps in recorded communication. The 4 mm film, he says, will put moving pictures on the same plane as books mass-produced for personal use, and will bring a new effectiveness to education. This 4 mm film, and its equivalent, the film-disk record, are ready for the market, but are being kept "in manufacturers' closets," says Mr. Aughinbaugh, until the time for their appearance. He is director of the Ohio Slide and Film Exchange, State Department of Education, Columbus, Ohio.

most essential and important respect, because *homo sapiens* is stubborn about his personal prerogatives; he wants what he wants when he wants it and not when someone wants him to want it. The motion picture has made money for its sponsors, but never has it equalled printing as a money maker. Nor will it do so in its present form.

If we change its form so as to take the motion picture from the screen and make it as convenient to the individual as the book, the situation will be reversed. The motion picture will become the world's long-desired universal communication. It can be done—it must be done—it has been

done. These devices are hidden away in manufacturers' closets. I know of at least three and have samples of the film to support my statement. Either the 4 mm reel of film or the film-disk record will be an answer to the situation. Two of the largest motion-picture equipment producers in the country have them but are withholding them until television forces them on the market.

When they come we shall place the motion picture on the plane of *personal* convenience with the book, and the world will at last have a universal communication and the school child a natural and convenient path to learning.



* * TRICKS of the TRADE * *

By TED GORDON

REJUVENATED BALL-POINT PENS—Write a word or two on a cake of soap with a ball-point pen that is clogged. Unless it has run dry, the pen will write smoothly again.—*Western Family Magazine.*

TEACHER'S TURN—When assigning reports on various topics, some teachers always take one topic themselves and give



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

it with the class as audience. They can thus make clear to the pupils many suggestions that would be abstract without illustration.—*Thomas E. Robinson, Supt. of Schools, Trenton, N.J.*

IMPROVISED DISPLAY SPACE—If extra bulletin-board space is needed replace unused sections of the blackboard with celotex or nail celotex or cork sections on cupboard doors. For a roll-away display area replace the fabric of an old window blind with monk's cloth. Fasten to the top of the blackboard and roll up when not in use.—*Dr. Thelma Thorne, State College of Washington, Pullman, Wash.*

NON-RUBBER STAMP—Fairly effective in place of rubber stamps and far more readily available if your school has a linotype machine in its printshop (if it has a printshop) are "slugs" of type with your name, address, or other data on them.

Reply to Conner Reed

"All the children of all the people":

REALISTIC SENSE!

By

GEORGE O. STORY

IN HIS "Mawkish Nonsense" article appearing in the December 1949 *CLEARING HOUSE*, Conner Reed really climbs into an ivy-covered ivory tower and pulls up the drawbridge.

And despite his possessing the intelligence of a George Santayana, the ivy may have grown so thick around him that it has partially obscured his vision. This may explain why he describes "kindly administrators" as guilty of insincerity and using catch phrases of low-grade emotional appeal to avert the danger of a really searching critical gaze at the schools.

Actually most school administrators are doing everything in their power to provide the right type of educational experience for American youth. A letter of inquiry to the National Association of Secondary School Principals will bring Mr. Reed pamphlets and yearbooks describing some of the progress. In my own New York State, I suggest he contact Dr. Harry V. Gilson, Associate Commissioner of Education, or Dr. Ernest A. Frier, Coordinator for the Life Adjustment Education Program, requesting a copy of "Life Adjustment Education in New York State." I have before me the names of 32 central-school principals, 32 central school-board members, and 32 district superintendents who have just completed the organization of a state-wide "Central School Committee for Educational Research" for the express purpose of studying the "depth and character of central school education." Is this mawkish nonsense?

And before Conner Reed shunts most of the children of most of the people into a training curriculum, it might be well to find out if industry can absorb them. If we can believe Frances Rummell in "What's Wrong with the High School Curriculum?" appearing in the December 31 *Saturday Evening Post*, the chances for these un-blessed individuals of getting a job in the trades are not much better than they are in the professions. By far the greatest number of job opportunities, according to Rummell, are those that can be learned in a few minutes. Running an elevator, selling neckties, working in a soda fountain or any one of the thousands of spot jobs in an assembly line are examples of these.

The boys and girls who will hold down these jobs do not want or need trade school, and there are thousands of these young people ambling good-naturedly about our high schools today. Possessing neither interest nor ability in the cloistered curriculum

EDITOR'S NOTE

Conner Reed maintained in his article in the December 1949 issue that the idea of providing an education for "all the children of all the people" was a lot of "mawkish nonsense" with which educational leaders have been befuddling and paralyzing the schools. Mr. Story, who attacks Mr. Reed's premises and conclusions, is supervising principal of Oriskany, N.Y., Central School.

of the past and not caring for the relative social oblivion of the trade school, perhaps the greatest good that some of them are getting out of their high-school days is recreation and an opportunity to grow up in a wholesome social atmosphere. And do not underestimate the latter.

Mr. Reed claims that having "all of the children of all of the people" in the same class is destroying our schools by erosion. From the tone of his article I assume that he is a high-school teacher, so doubtless he has not heard of the differentiated program of instruction which is being used in many of the elementary schools today. The typical elementary teacher has three or four groups to whom she gives instruction according to their level of development. And even before this realistic approach was used, the elementary teacher "took care" of all of the children of all of the people and even "passed" some of them who had done little more than progress 180 days towards their next birthday.

Secondary teachers might learn from their colleagues in the elementary school. In the small high school where interest grouping would be too costly some plan of grouping within a group would be an improvement. The typical small high-school class could be split into two sections both meeting at the same time. One of these sections would be for terminal work, that is, for pupils who do not plan to continue their education beyond high school, and the other for the college-preparatory group. The teacher could spend one-half of the

usual 40-minute period with each group. Such a program would require considerable planning on the part of the teacher.

Or could it be that some high-school teachers do not want to adapt their programs to meet the needs of the majority of young people? The truth is that the traditional high-school teacher "never had it better." As most of the children of most of the people dropped out of school before reaching the secondary level, the survivors could get it out of the book, and if the teacher could keep a few pages ahead of the class, he could go merrily on assigning pages and hearing answers. And for this type of teaching he received more pay than did the elementary teacher of the same era, who then as now taught all the children of all the people.

A few facts are self-evident. The children are with us in unprecedented numbers. Since they are here and of compulsory school age, we must accept the responsibility for their nurture. Modern methods of production make it imperative that they remain in school several years longer than did their parents. They are not wanted on the labor market. If the school, including all of the teachers, does not accept the responsibility of providing experiences suitable to their interests and abilities, some other agency will. Fortunately, however, most professional people welcome adaptations in subject matter and method necessary to make the "compulsory years" profitable ones for all of the children, including the unblest.



The Candy Racket

The sale of candy and soft drinks in school is meeting with very vigorous opposition from health, nutrition, medical, and other organizations and agencies. (A recent survey in one state disclosed that 64 per cent of the schools sold candy or soft drinks.)

This criticism is met by three main arguments:

- (1) pupils need between-meal concentrated food,
- (2) they will buy it across the street if we do not sell it, and this will bring disorder, and (3) we finance activities through these sales.

In any case, maybe schools don't practice what they preach in biology, home economics, health, and nutrition classes.—*School Activities.*

DISCIPLINE

*The pupils who give
principals gray hair*

or PSYCHOTHERAPY?

By
CHARLES A. TONSOR

EVERY ADMINISTRATOR is faced from time to time with "problems of discipline." In most cases orthodox methods succeed. In others, fortunately not many, they fail and fail miserably. Yet these youngsters must be kept in school, causing more trouble than all the rest of the student body put together, consuming much valuable time, trying every one's patience, and putting plenty of monkey wrenches into the administrative machinery. Because apparently such children can "profit by instruction," and because they are not a menace—within the meaning of the law—to their fellows, unless they have reached the age at which they may leave school, they must stay.

Every administrator is compelled by law to attend to the physical health of his school population. He must require medical examination, he must exclude contagious contacts, and he must educate his charges in the principles of *physical* health. There the law stops.

The law does not regard the fact that just as the *body* may be ill, the *psyche* may be ill, or that this illness may be remediable or irremediable. Just as children are born with clubbed feet, withered arms and the like, children may be born with limited mental equipment. Nor does the law regard the fact that children of normal mental equipment may suffer injury to the psyche through injustice, irrational treatment, or the slings and arrows of outrageous fortune, just as the body may be injured by an arrow shot by a playmate. The cases that plague us may fall into one of three types:

1. Those for whom nothing can be done because they are incapable of response.

2. Those who are mentally handicapped but capable of some adjustment.

3. Those who are mentally injured, called often the "emotionally disturbed."

The reason that disciplinary measures fail with these cases is that unless discipline is based on psychotherapy, no result can possibly occur. While the application of the hairbrush at the seat of understanding may alter the conduct of an over-aggressive child with an inflated ego, continual application of the same hairbrush at the same place will have no effect on any of those in the aforementioned categories, except perhaps to intensify the problem for those in the third category.

Now while the aberrant can be determined by the layman, and the obvious nature of the aberration can likewise be determined by the layman, when it comes to psychotherapy the layman who is compelled to function without expert assistance and advice is in a tight spot.

STUDENT CASES

Consider Student A. The individual comes into school at 10:30. Teacher asks, "Why are you so late?" Student, "My father is dead." Then, "Why didn't you stay home?" No answer. "Where is he?" "In the undertaking parlor around the corner." At this point the teacher brings the student to the principal. The story seems plausible. "Let's 'phone." No 'phone. The teacher suggests, "I'm free this period. May I take the pupil to the undertaker's?" "Of course." The principal has rid himself of the case—so he thinks! Teacher goes to the undertaker around the corner, no corpus defuncti.

"Oh no, it's up the block." Still no corpus. Teacher returns to school and needles the principal, "What shall I do now?" Principal thanks teacher and says, "Send A back to class."

COMMITTED FOR OBSERVATION

Several weeks later the dean of girls appears with a long list of A's aberrations, all associated with tall stories. By dint of pressure of various kinds, principal gets parent to see a doctor, upon whose advice parent has A committed for observation to the mental department of the county hospital. Now the principal really is rid of the case—so he thinks! Three weeks later A returns. A copy of the letter sent to the parent is sent to the school: "A suffers from. . . There is nothing this institution can do to cure A. Return A to school."

The merry-go-round starts all over again. After a year, A's parents move out of the district, but not before the principal, dean, and several teachers have accumulated a platinum tinge in their hair.

Consider Student B. A long history of aggression. Referred for psychiatric aid. Answer: "Is of the aggressive type. Should not be placed in any situation likely to excite the student!" In a school of 3,500! We knew all that before we referred the case. About a week later, B knocked about a hundred dollars worth of dental work out of the mouth of another student who stopped the aggressor from going to a place where he was not supposed to go. Parent was summoned and claimed it was impossible to control B. Principal, in desperation, "If you hit any one else in this school I'll not send for your parent but I'll knock your darned block off!" That worked; for a year and a half, that student has walked the straight and narrow way. Correct therapy? Maybe, but peace at any price!

Student C. An "expert" in calculus in the student's estimation. Refuses to study the English assignment; it is so inferior to calculus. Refuses to study algebra; calculus is

more important, algebra is too elementary. What was that student's knowledge of calculus? A rote memory of final formulae. The student could neither derive nor apply a formula. Referred. Sent back to school with a statement that the student was suffering from a misguided idea of the subject. Finally, when another student called C a "nut," the enraged C hit the student over the head with a chair. Referred. Excluded from school. Later over the telephone the excluding official remarked, "I cut my eye teeth on that one! Never again will I recommend exclusion!"

Consider Student D. This student is known by no real name but by the soubriquet "Bunny child." Everyone knows "Bunny child." I.Q. below 80. Exhibitionist, never where the schedule requires; favorite expression, "I'll beat you up for that." A leader of a group of similar aberrants out of school. Has been beaten up outside of school several times for alienating friends of others. Referred. Nothing happened. Finally mother became ill and after that home working papers solved the dilemma.

PAPER WORK MOUNTS

Each of these "cases" involved hours of time and "reams" of paper. Every referral means a stack of papers a half-inch thick. All the work is usually wasted, since the only result is a digest of the report already sent, translated into sociological and psychological gibberish. Indicated therapy? There was none.

The difficult thing for the afflicted student is that his fellows are perfectly aware of his abnormality. If left to themselves, they will call him "nut" and thereby aggravate the problem.

If there is a definite structural mental impairment behind these types, the only person competent to handle the situation is the psychiatrist, and the administrator should be given the same power of referral for psychiatric—not psychological—aid, and

the same power of suspension or exclusion that he has for students in need of medical aid. Right now he finds himself helpless. When a state institution can declare a child beyond help by it and return the child to school the situation is certainly irrational. What is the administrator to do if the psychiatrist is helpless?

Sometimes he can take steps to protect the individual against himself. Consider Student E. A mild, gentle soul, but likely to turn up in the coal bin or in any other odd corner; favorite spot the balcony of the auditorium; reported every day for cutting. A Service Squad youngster, sent in search, returns with E. Then, "Where were you?" "In the gallery of the auditorium," or "The cellar," etc. "Why?" "I wanted to be alone where it is quiet." To test out the validity of the response, the Service Squad was notified to let E stay wherever they spotted the student. On one occasion E sat in the balcony of the auditorium all day, not even going to lunch!

MY SON CRAZY?

Parent was summoned. The only thing learned: "The child is that way at home." When urged to take E to a psychiatrist, parent exploded, "Do you mean to say my child is crazy?" A long explanation as to the function of a psychiatrist. No progress. Finally a pupil guardian was assigned for each of E's subject classes, his duty, to "be a friend" to E and to get E where he belonged, as there was always danger of E getting into an unguarded shop when the teacher's back was turned. The "pupil friend" did get E into the classes in the schedule, but no amount of offering to help produced any results at all, scholastically.

Then, too, the student is not the only difficulty. The perverted and distorted minds out of school prey upon the school child. Smutty pictures, scopes, etc., often go through a school like wild fire before teachers or administrators are aware of what is

EDITOR'S NOTE

Dr. Tonsor is concerned with the pupils whose behavior presents a baffling problem to the principal of a high school which has an inadequate psychiatric service to depend upon.

going on. They are attractive to all. So are "slam books" with obscene remarks. Catch the situation as it starts and things are under control. Let the situation go on for a time undetected and a pretty kettle of fish is the result. Yet the young people involved must stay in school! Even if there has been a court consideration of the case—back comes the pupil!

The addict also can cause much trouble in school. He passes information to his fellows (misery loves company), especially in the case of marijuana. This may lead to violence and defiance of authority—even physical harm to others. Here the administrator must have the assistance of the police. Without it he is powerless because the source of the drug must be eliminated. Also medical aid must be sought. Yet the individual will remain in school!

As matters now stand, the administrator often finds himself helpless. Parents of the students causing the trouble refuse to consult a psychiatrist and he has no way to compel them to do so. Other parents are pressing him to do something and consider him remiss for not doing what they think should be done. Fortunately is the administrator who can get rid of those definitely suffering from mental impairment, or who has on his staff people who are willing to take an interest in the mentally handicapped or the emotionally disturbed and have had some training in this field. The friendly interest of such a person, the fact that there is a strong arm to lean upon often means so much to these children in their struggle to achieve a normal and useful life.

One fact is perfectly evident: Whereas in life outside there is a definite legal procedure for dealing with those who are mentally ill, no such procedure exists for

the school-attending child, and the compulsory-education law compels him to attend school. That is why principals get gray hair.

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FINDINGS

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TEST SCORES: How reliable are the scores that an individual student makes on tests taken in a given period of time? An Illinois high school co-operating in a testing program of the University of Illinois had an unusual opportunity to learn about that, says G. W. Willett in *Journal of Educational Research*. In 1943, two psychological tests and five reading tests of different types were given to 300 juniors in the high school. In 1944 the students, now seniors, were to be retested with 7 similar tests—but through some accident the school was sent the identical 7 tests used in 1943, and there was no time to exchange them.

Mr. Willett chose an unselected 102 students who had taken the tests in both years, and compared their scores for the two years. On the second set of tests, 50% of the students varied more than 20 percentiles in rank, and 75% varied more than 15 percentiles. But not all of the variations were upward as a result of familiarity of the students with the tests from the previous year and the fact that the students were a year older. On one of the psychological tests 37% of the students showed losses of from 1 to 49 percentiles; on the other 23% showed losses of 1 to 29 percentiles. In the 5 reading tests, most of the students showed heavy increases on the rate-of-reading test; but in each of the other 4 reading tests, almost 50% of the students lowered their ranks by from 1 to 49 percentiles. In short, on the 7 retests, a large fraction of students showed gains of from 1 to 89 percentiles, but a large fraction showed losses of from 1 to 59 percentiles.

If on a certain test a boy ranks 11 one year and 91 the next year, and a girl ranks 41 one year and 2 the next, where does that leave the tester? Mr. Willett reminds us that "individuals do vary greatly

in their reactions to similar situations at different times." The results of tests given during one testing period may be misleading.

TELEVISION: About 80% of the students in Burdick Junior High School in Stamford, Conn., view television programs regularly, according to a survey reported to this department by Joseph J. Franchina, principal. Of the 447 students who filled out a questionnaire on television, 50% have sets in their homes. But of the students who do not have sets, 58% reported looking at television regularly in the homes of neighbors.

Time: Students who have sets in their homes look at television for an average of almost 4 hours a day—a 7-day total of 27 hours. Students without sets don't do so badly on their neighbors' bounty, managing an average of more than 2½ hours a day—a 7-day total of 18¼ hours.

Homework: Of students who have sets in their homes, only about 10% said that television made it more difficult for them to find time to do their homework—but more than 50% stated that television interfered with completion of their homework from "often" to "seldom." More than half said their parents had told them TV seemed to be interfering with their homework.

Miscellaneous: More than half of the students who have sets said that from "regularly" to "infrequently" they watched television while eating the evening meal. And, remembering that these students who have sets watch television about 4 hours a day, please notice that only about 25% say that they read less than before, while more than 50% say they now get more outdoor exercise, attend more sports events, and attend church more often. (Maybe they've given up sleeping.)

TV in Education: Only about 30% of students with sets said that teachers "sometimes" made a television program a part of their homework assignment. Asked what types of TV programs could be adapted to use in the school, a minority of the students suggested particular programs for certain subjects—while the majority recommended use of such TV programs as vaudeville, amateur hours, comedy, drama, and films.

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope.

POLICEMAN FIRST —TEACHER SECOND

By
FRANK GROTE, JR.

I HAVE JUST returned from visiting a young man who had been on the faculty of a public school. Reflection on this visit has prompted my writing this article. This is not to be construed as a reason for raising teachers' salaries. This problem is over and above any salary issue.

John was a first-year teacher last September, but was not the average age for a beginner. He had served for five years in the army and upon his discharge enrolled at a local college. John wanted to become a teacher. From all reports, he was a good student, active in college affairs and athletics. Upon graduation he received an appointment to teach in a neighboring school system. I couldn't help but notice how he approached his career with high hopes of making good. He had to. As a husband and the father of a small family he had definite responsibilities. His high-school days were more than ten years ago. But times have changed. The adolescent boy that he knew then has gone through a metamorphosis to the extent that John didn't know him any more.

John was a shop teacher and keenly interested in manual arts. His rich background in arts and crafts would be a real asset to any school system. Fortified with all of this, he started to teach, or *tried* to.

Now we all like a "nice guy"—he is good company and makes a fine friend. John was a nice guy. During the first week of the semester he immediately conveyed to his classes the idea that he was there to help them as much as he could. He told them how much more beneficial their life would be if they could learn some useful

skills, skills which he proposed to teach them. How was this received by his classes? Swell! The word was swiftly passed around that he was a "soft touch," "easy going," and that they were in for a pleasant year. Thus the pattern was set. John's career was launched.

His trouble began at the beginning of the term. During a class period pupils frequently have to leave the room to go to the lavatory. Good pedagogy dictates a policy of allowing one boy out of the room at a time. John permitted several to go at one time. These few met in the boys' room and enjoyed a smoke together. One day the principal caught them and after questioning them found that they were all from the same room. The principal had a conference with John and he received a "dressing down."

Realizing his mistake, the young teacher tried to change from a "nice guy" to a "tough disciplinarian." The die was cast, it didn't work. For the next six months John's life was made miserable. His classes did everything in their power to make things as tough for him as possible. Any teaching that he wanted to do was impossible. Things went from bad to worse. Tools began to disappear, pupils openly refused to start on a project, cutting his class became a regular thing. Everyone agreed that John was having trouble.

Two weeks ago, John's wife phoned the school to say that he had the grippe. Events proved he was suffering from a bad case of nerves. That's right—nerves. Still, you say he went all through the war, three years overseas, and suffered no ill effects. Why

 EDITOR'S NOTE

Mr. Grote believes that the matter of maintaining discipline in today's classes is our chief problem—and that it is driving numerous excellent teachers out of the profession. He tells about a "nice guy" who lasted less than a year on one school's faculty the previous school year because he couldn't control the rowdy element in his classes, and suggests six steps for meeting the situation. Mr. Grote is physical-education instructor and athletic director of Lafayette Junior High School, Elizabeth, N.J.

should he suffer from nerves now?

I have been a teacher for eight years and I think I have been a successful one. I know why John suffered from nerves—because I have seen many young teachers like him come and go during the past three years. Children today have no respect for authority. They no longer respect their parents. They no longer feel that their teachers have something to offer them. I have sat in on many interviews and have personally heard many parents say in front of their children, "I can't do a thing with him." Discipline in our schools today is our main problem. No one can teach unless he has the respect of his class, and he cannot discipline them when there is no concrete form of guidance. Defiant children look the teacher in the eye and say, "You can't touch me." It's true we can't touch them. "Take them in the office alone and tan their hides," you say. Try it. Corporal-punishment laws are such that on the very next day, parents would come to school and make charges against you.

What is the answer? Bring back the strap? Revive the old adage, "spare the rod and spoil the children"? Perhaps. I do know that the retirement plan for school teachers will never go bankrupt, because at

the rate the teaching profession is going, teachers won't live long enough to retire.

Truancy is on the up-swing. Class cutting is a frequent thing. Have the schools failed the students? How can they when the students won't give the schools a chance to show them? The old type of "parental school" has been abolished. Anti-social students are allowed to mix right in with the other students. Many students who are "followers" are easily led by these incorrigibles. Good students become problems. I have seen an entire class lose their class period because the teacher had to take a "problem" to the office. There are many cases on record where teachers' lives have been threatened because a student didn't like them. Are the teachers of today policemen? Should they correct the faults of their students before they attempt to teach them? To be a successful teacher today, one must be a policeman first and a teacher second. If one isn't, he can never be a teacher at all.

To get back to John. As I said before, I have just returned from visiting him. We had a long talk about his school and some of his problems. During my stay he showed me his resignation. Was he quitting under fire? No, he was resigning before his entire life was shattered. What is he going to do? He plans to enter the trades and start all over again. Was his college time wasted? No, I don't think so. But those years could have been applied to his apprenticeship in some trade.

How does John feel about it all? Not bitter as you would expect, but rather philosophical. His parting words were, "If those boys didn't want to take the time to listen to me, perhaps I didn't have anything to offer them." Believe me, I know that this isn't true.

How do the students feel about it? I took the trouble to question one of the boys who had given him the most trouble.

"Harry, what do you think of Mr. X?" His reply was,

"Oh, Mr. X, he's a nice guy."

Recommendations:

1. Veteran teachers maintain that a person is either a good disciplinarian or he isn't. The "tough" policy is not always necessary. One way of developing this quality would be a longer period of practice teaching. Perhaps a period of internship after graduation under competent teachers would help young teachers to gain confidence in themselves.

2. Development of classes and schools for the maladjusted not necessarily mentally retarded. Anti-social students can be aided through proper guidance under competent instructors.

3. Allow the program of on-the-job training to be given a thorough trial. A glimpse of actual working conditions combined with classroom work may tend to sober the

"know-it-all" student and improve him.

4. Parent-visitation should be encouraged from the standpoint of cooperation. Parents today, if summoned to school, generally feel that something is wrong immediately.

5. "Trial by his peers"—student courts where representative students would try their fellow-students. Good students realize that they are being cheated by these problems. Recommendations of such a court may make guidance more meaningful.

6. Schools with a population of five hundred or more should have one person assigned to children's problems. For the boys this should be a man whose duties would be comparable to a dean's in a college. The principal could rely on this man for a great deal of help and information.



Of What Should We Be Afraid?

... Is America being true to herself at the present time? Is she loyal to the democratic tradition when the Congressional Committee on Un-American Activities demands a list of books read by students in American colleges and universities? Is she loyal to this tradition when state legislatures and university trustees exact loyalty oaths from college faculties? Is America living up to the best conception of herself when professors are dismissed from their posts on account of membership in political parties which, though unpopular, are legally recognized at the polls?

It is commendable, of course, that America is alert to the defense of its democratic tradition. But is censorship of textbooks, exaction of loyalty oaths, infringement of academic freedom and civil liberty the true way to defend this tradition? Do such actions prove a sturdy confidence in the democratic tradition or do they betray a failure of nerve at a critical time in our history?

If in retrospect we see that there was no real cause for alarm for the safety of our democratic institutions in the past, in the present we should see that there is even less reason for genuine alarm. If we were at all divided as a nation at the time

of the Alien and Sedition Laws, at the time of the Populist Party, or after World War I, we can point to the fact that during and after World War II we were never so united as a nation. Indeed, we emerged from the recent World War incomparably the strongest, richest, and most powerful military nation in the world. More important yet, our strength is not only material or military. We have the spiritual reinforcement of being the oldest standing republic. With a successful constitutional history of over a century and a half, we are the oldest democracy. We are moral, well educated.

Of what, then, should we be afraid? Certainly not of textbooks dealing with alien ideologies. Certainly not of disloyalty among our teachers. Certainly not of a handful of teachers who belong to the Communist Party. Our people are intelligent. They know how to resist doctrines subversive of freedom. If we have anything to fear it is that they will be denied access to grapple intelligently with the books and teachers whose ideas and doctrines are in controversy. If we have anything to fear, it is that we will be deceived into following those defenders of freedom who want to pull its punches.

—JOHN S. BRUBACHER in *School and Society*.

GUIDANCE Projects of a Small High School

By
CLYDE BROWNING

I SHOULD LIKE to describe in detail two experiences in guidance that we have found helpful, and that we hope will be of some inspiration to others. The comments in this article are based upon experiences in R.O.V.A. Community Unit Senior High School in Oneida, Ill., where our total enrolment is 140 students, who have rural backgrounds. This is one of the new community units in Illinois, and the students were formerly enrolled in three smaller high schools.

First I should like to discuss guidance through the library and the librarian. The librarian has provided a guidance section in the library and takes great pains to keep it interesting. She continually calls the pupils' and teachers' attention to guidance material, which includes the major jobs in which the American people earn their living. Information for each of these jobs includes duties on the job, qualifications and training needed, advantages and disadvantages, earnings, opportunity for advancement, and future employment prospects. The collection contains information on those vocational fields which offer the greatest number of opportunities, those about which many people seek information, and those which are extremely important to the nation's well being.

A personal letter from the librarian to each pupil in school explains the rules of the library and invites the student to participate in the program. She also visits the English classes to explain library methods and techniques. Teachers as well as students receive information and instruction.

The librarian's class in senior English

includes a unit on vocations, in which three or four businessmen are invited to appear for talks on personality, scholarship, and the business viewpoint in general.

The other phase of our guidance program was an outcome of a unit on marriage, in the senior home-economics class, which stresses family relationships. Plenty of preparation had been made before a panel of local professional persons was invited to discuss different phases of family relationships. These people were suggested and invited by girls in the class.

Four persons were asked to take part and to contribute ideas related to their professions. An attorney discussed the legal aspects of marriage; a nurse and homemaker discussed the wedding itself—when, where, and how; a doctor spoke of the importance of health and premarital conduct; and a minister told what part religion and the church play in insuring a happy married life.

The class was very interested, as was clear from the questions asked and the comments after class.

The lawyer discussed laws concerning marriages, especially in the state of Illinois. He commented briefly on licenses, legal age, property rights of married couples, legal contracts concerning man and wife, laws concerning who can marry, annulment, persons authorized to perform marriage ceremonies, and the grounds for divorce. He pointed out that children apparently tend to cut down the divorce rate and that college graduates have fewer divorces on a percentage basis than non-college graduates.

The homemaker and nurse discussed com-

panionship, love, and mating, emphasizing the importance of the engagement period and the wedding ceremony. Parents' help with the wedding, she thought, was a great reinforcing power, while the engagement period offered an opportunity to plan the home and family and to gain better understanding. The speaker stated that chastity and virginity still remain a basis for a happy marriage, and that the prospective husband and wife should be mature enough to have a good knowledge of sex life and should be able to take the responsibilities involved. Wide acquaintance and contacts were mentioned as aids to a happy marriage.

"Learning the fundamental facts of life either through parents or through school is an absolute essential," said the doctor. Laws require the prospective husband and wife to be free of venereal diseases, but they also need to know that they are physically fit in every respect. They need to know whether they can engage in sexual activities. The girl needs to know whether she is structurally fit for childbearing.

Children are desirable for a happy marriage, he pointed out. The doctor also mentioned that the older you are when you are married, the more difficult it is to adjust.

The minister remarked that religion can help a wife or husband to be tolerant of the other partner. He stressed the fact that some young persons gain poor ideas of marriage because of parents who fought and were eventually divorced.

He stated that religion plays an important part in courtship, and that the church teaches that marriage is a sacred relationship. Many of the couples who come to him for advice during the engagement period are encouraged to read together a book on sex and marriage. Understanding beforehand was the advice given to those of different faiths who contemplated marriage.

The minister stated that it takes more

than physical attraction to make a home. It is not how and why the couple differs or argues, but the spirit in which they resolve their problems that is important. Two people, as they work together, really find out the meaning of love.

There are many other guidance devices that we use—for instance: a published handbook, orientation, cumulative records, testing, outside speakers, guidance movies, community resources, field trips, student government, health clinics, getting-acquainted parties, discussions in faculty meetings by board members, laymen, and students, community occupational surveys, etc.

As a result of our good counseling, we find that our ex-pupils return for counsel after they have left school. By helping them, we encourage their faith in us.

Through our guidance program we have made use of community resources, developed better public relations, made better use of the library, motivated all of our teaching, built a better school morale and spirit, and helped the pupils develop a philosophy that they are living now.

The emphasis in a good guidance program can best be placed on the selection of "guidance-minded" teachers. The type of teacher chosen will practically determine whether or not the school is to be student-centered.

EDITOR'S NOTE

Small high schools have limited resources for offering guidance to their students, and some let the matter rest at that point. In Mr. Browning's high school of 140 students it was determined that there should be guidance, utilizing not only what talents the school personnel had, but also the assistance of persons in the community. Mr. Browning is principal of R.O.V.A. Community Unit Senior High School, Oneida, Ill.

Popular Magazines *ignore the* High-School Curriculum

By
M. L. STORY

IN AN ATTEMPT to learn the quantity and nature of articles about the high-school curriculum published in magazines outside the professional-education field, the author made a general survey of the content of popular magazines published in the past ten years.

The classification of such articles in the *Reader's Guide to Periodical Literature* was used as a basis for the study. The classification "high school curriculum" appears in each issue of the *Reader's Guide to Periodical Literature*, and articles published in all listed periodicals except those written especially for educators were examined. The elimination of educational journals was deliberate since the study was concerned only with material intended for the lay reader.

EDITOR'S NOTE

Who is going to get the story of the high-school curriculum, its problems and its progress, before the public in the big popular magazines? Dr. Story asks that question after making an investigation of articles on the subject that have appeared in the popular magazines during the past ten years and finding "almost a total lack" of such articles. He thinks that there are high-school teachers gifted enough to crash through the apparent editorial indifference and do the job. We think so, too. Dr. Story is professor of education at Mississippi State College for Women, Columbus, Mississippi.

The examination of such articles was intended to throw some light on the nature of interpretations of the high-school curriculum which reach the mass lay audience and to determine specifically whether significant curriculum movements were being reported or defended to a wide audience through this important medium.

Thus the study sought to classify all magazine articles in this field and to epitomize the result in terms of trends, with some reservations for journalistic or editorial policy and so-called "human interest" appeal as commonly exhibited in periodicals of wide circulation.

Only forty-three articles dealing with the high-school curriculum appeared in popular magazines in the ten-year period. The twenty magazines in which the articles appeared have been grouped into two categories, specialized and non-specialized. The accompanying tables list the number of articles appearing in the specific magazines of both types and a classification of the particular curriculum fields treated in each article.

Periodical	SPECIALIZED	
		Number of articles
American City		2
American Journal of Public Health		1
Aviation		1
Better Homes and Gardens		1
Etude		1
Flying		1
Hygeia		17
Library Journal		1
Nature Magazine		1
Parents' Magazine		2
Quarterly Journal of Economics		1
Recreation		2
Science News Letter		1
Commonweal		1
Total		33

Periodical	NON-SPECIALIZED	Number of articles
<i>American Magazine</i>		1
<i>Christian Science Monitor Weekly Magazine</i> ..		1
<i>Newsweek</i>		3
<i>Survey Graphic</i>		1
<i>Time</i>		2
<i>Woman's Home Companion</i>		2
Total		10

	CLASSIFICATION	Number of articles
Automobile Driving and Safety Education ..		6
Aviation and Flight Training Programs ...		6
Conservation		1
Correspondence Schools		1
Economics		1
Health and Physical Education (General) ..		16
Citizenship		1
Hygiene		2
Sex Education		1
Library		1
Music		1
New Curriculum for High School		1
Psychology		2
Wartime General Education Programs		3
Total		43

The predominance of material in the various specialized fields, particularly in health and physical education, shows the natural tendency of the specialized magazines to sponsor their own particular phases of the curriculum. Significant new trends in the curriculum which signalize the earliest appearances of courses in their respective fields are illustrated by automobile driving, safety education, and flight training. Wartime phases of education naturally received much emphasis during war years.

More significant, perhaps, is the almost total lack of material interpreting important broad curriculum revision movements. Only one article out of the entire group was devoted to significant new trends in the improvement of the high-school curriculum as a whole. This article briefly summarized the nature of the Eight Year Study.

It seems tragically significant that the general reading public is not made aware of important curriculum trends in the large-circulation magazines to a greater extent than is evident. While it is true that the appearance of new courses, such as driver education, has a greater obvious news value, it seems plausible, nevertheless, that a vital presentation of important new philosophies of education would be interesting to the general public. Such material is presented occasionally in general articles dealing with the progressive school, but it is almost invariably centered about the elementary-school curriculum.

This situation seems to constitute a great opportunity for leaders in secondary education to seek a greater use of popular magazines in presenting new educational philosophies and practices relating to the high-school curriculum to the all-important tax-paying public.

The implication is unmistakable. If any of our present practices have merit and if extenuating circumstances account for our weaknesses, shouldn't we be at pains to inform laymen through every means?

To wait complacently for some so-called "cultural lag" to run its course is professional suicide for those of us who will be gone before such a time expires. Our present interest demands that the public see our efforts, if not favorably, at least through sympathetic eyes.

Considering the thousands of well-educated high-school teachers in our land, many of whom have comparative freedom two or three months out of the year, our best hope seems to be that some are gifted enough to hit magazines like *The Saturday Evening Post* with a good interpretive article once in a while.



After my first few weeks as superintendent my chief observation was the contrast between [my former] daily contacts with boys and girls and, now, [with] brick, mortar, stone, budgets, and adults.—J. P. BOOTH in *North Carolina Education*.

QUIZ SHOW:

"Little corporation" stages assembly

By
HUMPHREY C. JACKSON

EACH SEMESTER, at the time when the ninth-grade classes in Higher Arithmetic are studying investments, the Pierce Pencil Company is organized. The company has the exclusive rights for selling Pierce pencils. Common and preferred stock is sold, stock certificates are issued, and officers of the company are chosen by a board of directors after careful consideration of letters of application for the various positions. The company has adopted a set of articles of incorporation in which the duties of officers are carefully defined. Advertising and publicity is the duty of the vice-president.

Recently, the director of assemblies conceived the idea that the Pierce Pencil Company might wish to sponsor an assembly program which would serve two purposes: (1) provide a program put on by the students themselves, and (2) give the company a medium for advertising its pro-

duct. Members of the classes sponsoring the company were enthusiastic about the idea and decided to see what they could do. The vice-president appointed a committee to help him work out the details of the program. This article is an attempt to describe the nature of the program and to tell of the values derived from its planning and production.

It was decided to have a program in the pattern of a radio quiz show. Each homeroom in the school was asked to select a pupil to represent it on the stage at this program. The title of the program was designated as "The Pencil Box."

Some of the pupils in the higher arithmetic classes who were artistically inclined made posters advertising the quiz program. This group spotted the posters throughout the building in order to acquaint everyone with the date of the show. The catchy phrases, clever art work, and timely planning of this committee were the first evidence of definite progress.

Meanwhile pupils particularly qualified for announcers and masters of ceremony tried out over the public address system. Three pupils were chosen to carry out these assignments. Two pupils particularly were active in the dramatic groups and clever at carrying out the work of master of ceremonies. These pupils worked with the faculty sponsors and developed a technique to be used for the script.

The entire class was asked to contribute by suggesting questions that might be appropriate. Another committee sorted the suggested questions, choosing the better ones, which were divided into three groups, one for each grade level, as seventh-grade

EDITOR'S NOTE

A mathematics class of Pierce Junior High School, Grosse Pointe, Mich., each semester organizes and operates a business concern that sells pencils to the student body. This is the story of a "big-time radio quiz show" that one class staged as an assembly program to promote the sale of pencils. The students apparently omitted none of the standard trappings. There were pencil prizes that increased with each correct answer, a grand prize, "applause" signs, and a singing commercial as awful as those you heard on your radio. Mr. Jackson is a counselor in the school.

pupils would not be qualified to answer some of the questions that could be asked of ninth graders. The questions were then worked into the program. The committee also cut out paper pencils about 12 inches long, from colored construction paper, and typed the questions together with the answers on white paper and stapled them to the pencils. These were then folded, clipped together with paper clips, and placed in the pencil boxes.

Another committee prepared the pencil boxes. These consisted of three men's hat boxes obtained from a local haberdashery shop. The boxes were painted maroon, and gold letters pasted on them to indicate the seventh, eighth, and ninth grades.

By the time the assembly day arrived everyone in the school seemed eager to see what was in store for them because nothing of this kind had ever been offered before.

The program opened in the usual way, all pupils standing and giving the pledge of allegiance to the flag. Then the president of the student government announced the nature of the program. As the curtains opened, music from the organ helped put the audience in a proper mood and the announcer's voice boomed out with a welcome to the "studio." Using the best technique for commercials, the announcer praised the Pierce Pencil Company and told about the quality of their product.

Then the first contestant was called to the microphone. Each contestant was asked to identify himself by name, grade level, and to tell which homeroom he represented. He was then asked to draw a question from the pencil box which was brought forward by an assistant. After drawing the question the

contestant handed it to the master of ceremonies, who read it aloud. If the question was answered correctly, a prize of one, two, or five Pierce Pencils was awarded. If the question was not answered correctly, the M.C. would say, "Sorry. That is not the *Write* answer." The correct answer was then given by the M.C. and the next contestant was called.

In order to provide variety and interest throughout the show, a novelty question was introduced about every sixth question. Several of these novelty questions were in the form of musical identification numbers.

Towards the end of the program a special prize was offered to the contestant who could win the "Najort" question. All contestants who had answered their questions correctly were permitted to enter this contest. (Najort is Trojan spelled backwards.)

The problem was to write the names of all the faculty members whose names began with the letters in the word "Najort." This had to be done in one minute.

While the judges were determining the winner of this contest, three pupils in the higher-arithmetic classes sang a song, and the M.C. then led the entire audience in singing while they waited for the judges' decision.

Each losing contestant in the program received a consolation prize.

Typical remarks overheard as pupils were leaving the assembly were "Why don't we have more assemblies like that?" and "Wasn't that a good assembly?" We hope in the future to sponsor another assembly of this nature, but we shall wait for a period of about three years so that a new group may enjoy it.



The objective of any educational program on atomic energy must ultimately be this: to bring home to everyone the moral responsibility we all have for the consequences of the technological development of our society.—ROBERT E. WHALLON in *New York State Education*.

THE HOLE in the SOCK

Thoughts on a summer workshop

By CORDELL THOMAS

MR. ADAMANT WAS reclining with some degree of pleasure in the easy chair in his room. It could not be said that his rest was complete or entirely satisfactory, because it was necessary for him to sit a little heavier on the right side of the chair. On the left side a spring, long imprisoned but now free, was protruding just "a little left of center." Being a school administrator, Mr. Adamant did not worry about this over much. He was accustomed to adjusting himself to annoyances and also inclined to view the attainment of complete satisfaction as something just out of reach of achievement.

In order to understand Mr. Adamant better, it is necessary to know something about his job, and it was a job to Mr. Adamant, for though not over brilliant, he could see the difference between his work and a profession. "Well, money isn't everything," Mr. Adamant would say occasionally when he was just whistling to keep up his courage, but it must be said to his credit that as a superintendent of schools in a midwestern county-seat town, he was well out in front of his work. In his in-service training of teachers no one could excel Mr. Adamant in formulating philosophies, aims, and objectives and other equally

vague goals. But it was when the group came to responsibilities that Mr. Adamant really came into his own. He could draw up longer lists of teacher responsibilities than anyone. Nothing ever came of these studies but they were well done, nevertheless.

A fugitive from the office telephone, Mr. Adamant was at this time attending a summer-school workshop and had just returned from a session, and it was while leaning back in the one chair in his room that he was reflecting upon the people who, along with him, had attended that session. Without bothering to release the laces on his oxfords, he wriggled his tired feet out of them. A dime-sized hole confronted him in the left sock. "I ought to change that," thought Mr. Adamant, but he dropped into deep reflection about the workshop instead.

Now each person in the workshop came there with a problem which he was not nearly as interested in solving as he was in giving advice to the others upon their problems. Miss Ellen Trovert was the first to have the floor, Mr. Adamant recalled. She babbled on and on, overcome by the intoxicating sound of her own voice. As she rambled on, her eyes looked set and glassy, sort of the way a goose's eyes do when they drop their lids down in a rain storm. Yes sir, just like that, Mr. Adamant thought. Just when the group began to lose interest in Miss Trovert's linguistic gymnastics, she would suddenly say, "Now don't you think so?" and while they were trying to recall whether they did or didn't, she was away again.

Outside the workshop windows and three floors down, a shrill, childish voice kept repeating, "Hey, look everybody! Everybody

EDITOR'S NOTE

Mr. Adamant was sitting there with the hole in his sock, thinking about his fellow workshopppers, and the directors, and children who fall on their heads, and such things. Mr. Thomas, who tells about Mr. Adamant, is superintendent of schools in Richmond, Mo.

look at me." Leaning over and looking down, Mr. Adamant could see a five-year-old hanging by her feet, head down, on the jungle gym. At last exhausted, she plunked down on her head and still no one looked. In Mr. Adamant's estimation, there was little difference in the two performances. The fact was that he even toyed with the idea of dropping Miss Trovert out of the window on her head, or failing that, putting some sort of "double-whammy" on her. But just as everyone in the room was becoming paralyzed in both hip and head, Miss Trovert subsided.

According to Mr. Adamant's notes, Mr. Mason was the next speaker. It had always been a habit with Mr. Adamant to take copious notes, for they enabled him to put the speaker's words aside where they could be more easily forgotten and it also eliminated the necessity of thinking. Under compulsion to do something different, Mr. Mason conjured up a vision of a school in which there were no lessons. The children just took the screws out of the doors and reset them, and by so doing became very handy around the house. (A brilliant thought flashed through Mr. Adamant's mind at this point, and he was ready to suggest adding sock darning to his new curriculum.) Mr. Mason, having quite a command of oratory, had at this time soared aloft, and the whole class became airborne, with Mr. Mason as squadron leader. It was not long after taking off, however, that Mr. Adamant developed engine trouble and began a rapid descent.

This was all brought about by a sudden

vision which Mr. Adamant had of one Mr. Estes, a patron of his district, confronting him in his office, asking why son Earl was fooling around with doors and not studying his geography. Mr. Adamant got another sudden jolt when Mr. Mason, amid much nodding of head, stated that the teachers must lead their communities in developing the culture that they themselves enjoyed. For a moment, Mr. Adamant was ill. He had a fleeting vision of a world filled with nothing but school teachers, and the thought was more than his intestinal tract could bear, but his hopes bounded upward again when he recalled the high incidence of failure in such a campaign.

Mr. Adamant was by nature not inclined to pessimism, in fact not even a hole in his sock could keep him in that frame of mind. A warm glow of satisfaction was even now spreading over him. He was recalling the group meeting in which they had "needled the experts" into blowing their tops, and the picnic that night where each had discarded his tight fitting dignity and relaxed. There had been progress too, Mr. Adamant mused, though what it was, he would have been hard put to define. But progress, he felt, had been made.

Mr. Adamant felt a warm kinship to the directors of the workshop, for it was his hunch that they were as much in the dark as were the rest. Anyway, finding college instructors who were human and willing to work on a level with the student was achievement enough for Mr. Adamant. He was almost religiously happy at this point; even the hole in the sock bore his affection.



Motivated Writing

In Lane Technical High School, as in many other schools, we have a newspaper, a periodical, and an annual. We tell our English students that they will receive credit for writing which appears in school publications. They place the original manuscripts or the clippings in their individual folders where they are evaluated at marking time. When

the amount of "published" material is impressive, the boy is encouraged to become a staff member of some publication. Of the Lane graduates who have become writers, most were contributors to school publications.—ELEANOR KLUGE in *The English Journal*.

MEMORABLE LINES:

Speakers, look to Lincoln and Emerson

By
MARY B. DEATON

ON SUCH occasions as Memorial and Armistice Day, or on July 4, speakers pay tribute to the war heroes, remind us of our heritage, and urge us to re-dedicate ourselves to the ideals for which our nation stands. Poets do the same.

Lincoln's "Gettysburg Address" is of course a classic of its kind, noted for its brevity and its beauty. James Russell Lowell memorialized the heroes of the Union in his Ode at Harvard Commemoration, July 21, 1865, when he protested modestly:

Weak winged is song
Nor aims at that clear ethered height
Whither the brave deed climbs for light;

We seem to do them wrong,
Bringing our robin's leaf to deck their hearse
Who in warm life-blood wrote their verse.

"Words are inadequate" is our cliché for what Lowell said with more originality, but now and then some tribute becomes a classic, and so a worthy model for us to study.

Ode is often the term applied to such poems, but Emerson called his "Concord Hymn," and it was "sung at the completion

of the Battle monument, July 4, 1837" to the tune of "Old Hundred." If Lincoln's address and Emerson's poem are placed side by side, it may be noted that each does with significance what every speaker on such occasions attempts to do.

Each gives the setting and situation, refers to what has happened:

By the rude bridge . . .	Now we are engaged
Here once the embattled	in a great civil war. We
farmers . . .	are met on a great
. . . fired the shot heard	battlefield of that war.
round the world.	

Each refers to the present, to those who pay honor, as well as to those to whom the tribute is paid:

On this green bank, by	We have come to
this soft stream	dedicate a portion of
We set today a votive	that field as a final rest-
stone;	ing place for those who
That memory may their	here gave their lives . . .
deed redeem . . .	

Each makes a contrast between what the heroes have done and our passive acceptance of their sacrifices:

We set today a . . . stone	The world will little
. . .	note, nor long remem-
And fired the shot heard	ber, what we say here,
round the world.	but it can never forget
	what they did here.

The tempo of the speech is similar to that of the poem. Lincoln begins with a vigor and directness:

Fourscore and seven years ago our fathers brought forth . . .

Emerson similarly, with a vigor and tone that reflects the turbulence and energy of the time:

By the rude bridge that arched the flood . . .
. . . once the embattled farmers stood . . .

EDITOR'S NOTE

From what some teachers say about the speeches made at educational meetings, it may be that Miss Deaton is performing quite a service by calling the attention of the profession to the brevity and beauty of Lincoln's "Gettysburg Address" and Emerson's "Concord Hymn." She teaches in State Teachers College, Superior, Wis.

The *r's*, *b's*, *d's* suggest the action, and the stream is at flood as were the times of which he spoke.

Then there is a shift to quieter, more subdued rhythm in

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground.

And in

The foe long since in silence slept;
Alike the conqueror silent sleeps . . .
On this green bank, by this soft stream
We set today a votive stone

the *s's* are soft and not hissing, *green* blends softly into *stream*, *we* into the *v's* of *votive*, *stream* into *stone*.

And finally the reverence in the conclusion of each, the spirit of dedication:

That memory may their deed redeem, When, like our sires, our sons are gone.	. . . to the great task . . . before us . . . that government of the people, by the people, for the people, shall not perish from the earth.
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If speakers today do not speak memorable lines, it is not for lack of a proper model or pattern, but because the excellence of the patterns is such that surpassing them is difficult; and because by its very nature, as Lowell said, "Weak winged is song" to do justice to those "Who in warm life-blood wrote their verse."



Recently They Said:

Not Only Science Teachers

. . . The responsible leadership for coherent atomic education of our young people lies with the school teacher, and since the real problems of the atomic age are not primarily ones of science and technology, this leadership should not be restricted to the science teacher. The consequences and implications of atomic energy, not the technological achievements themselves, affect our civilization more than anything else. The discussion of atomic energy should therefore be emphasized in social studies and English classes, and teachers' training should include this field.—WILLEM J. VAN DER GRINTEN in *New York State Education*.

It's Very Dark in There

Words connote different ideas to different individuals or sometimes have only very general meanings. This fact, which is not unusual in the field of education, is frequently the cause of low-level or totally ineffective communication. In a program of cooperative curriculum development this breeds trouble. . . .

Some of the trouble that educational workers have in their attempts to communicate with each other may grow out of the fact that certain words they use, especially pedagogical terms, have no real meaning for them. . . .

One of the members of [a curriculum] committee

had been using the word *integration* repeatedly in her statements regarding the matter under consideration but was entirely unable to give a lucid definition of the word when asked to do so by another member of the group. She had heard educators talking a great deal about integration and its desirability, and, anxious to have the best in education, was for integration too, but she did not know what it meant.—PAUL WITT in *Teachers College Record*.

School Board Problem

This country, almost alone in the world, has kept the control of education close to the people. Throughout our national history, local boards of education have interpreted the will of their communities and have built the most extensive and perhaps the finest public-education system in the world. In increasing degree, however, forces are at work which may gradually eliminate local control and the need for local boards.

Those of us who have faith in our American decentralized system must carry on a continuous campaign to preserve and strengthen that system. Key figures in that campaign are board members themselves. Through bold and sound leadership in providing the best possible education for our children, they can help preserve the faith of our people in local control.—DANIEL R. DAVIES in *Teachers College Record*.

GRAMMAR DRILL:

4 Years of It Before High School?

By

ROSALIE RIVES CONARD SWITZER

ROGER ASCHAM, writing *The Schoolmaster* in the sixteenth century, has a strong message for modern teachers of language; the "right order of learning," he calls it. The language of learned expression was Latin, and of this he is speaking; but his advice can very well be adapted to the teaching of English, the language in which we hope our students will someday express themselves in an educated fashion. The order of learning he insists should be:

1. Teach vocabulary.
2. Teach translation from foreign language to one's own tongue. (This can mean to teach putting into one's own words the meaning of a difficult passage in one's own language. Or more simply, teach comprehension of passages beyond one's own skill to write.)
3. Teach parts of speech and syntax.
4. Teach verbs.
5. Teach constructions.
6. Teach good models.
7. Then, and then only, put the student to the task of expressing himself in sentences of his own composition.

The practice of assigning composition, when adequate knowledge of how to write one sentence has not been acquired, is the basis for wrong habit and dislike of performance.

Throw a child into the water and say, "Now, there, swim." He comes up blowing and indignant. He strikes out frantically. There can hardly be any joy of learning by this method.

The teacher of language is there to lead the student with ease into his subject, not plunge him into a struggle that only relaxes into a milder confusion. But the "plunge" is our American method. We teach far more composition than we do grammar.

Grammar is the basis of the whole technique of writing or of speaking well. Yet few teachers know enough grammar to teach it, for they themselves are products of this system of "do" before we have learned how. So a little grammar taught in desultory fashion strings along with much emphasis upon self-expression at all levels of learning.

At present a student entering high school has a hazy idea of grammar. He is thirteen or fourteen years old, and since the age of eleven has been exposed to the parts of speech and the parts of a sentence and has heard of the sentence types, though which are complex and which are compound he cannot tell you. The colon and the semicolon are mysterious marks to him. He inserts a comma because "he feels like it." He whistles when a paragraph containing mature sentences is placed before him. "Those long sentences!" he says. "I don't know what they mean."

So in high school we provide remedial-reading courses. We delve into grammar from the foundation. We teach the use of the comma, the semicolon, and the colon. We add to his vocabulary, as we should. But we should also be adding to his knowledge of grammar and the application of it to his writing, not teaching it from the bottom. He should have mastered the technique of sentence structure and punctuation. Now we ought to be able to go in for rhetoric and style. Now he should be ready for creative work. He should understand pattern of language and grasp long sentences. Remedial-reading courses ought not to be necessary except to improve reading

speed. Secondary school is stuck with too much to do.

This state of affairs results in a hodge-podge of English instruction in high school. All along the way too much has been superficially studied. Creative expression is the goal of the grade teacher. Grammar is (supposedly) dull. Have as little as possible. Teach children to enjoy reading. Give them easy things, at their own level. Grammar and big words, long sentences can come later. The wish to read and write is all that matters. Build that up. High school then must take on the teaching of fundamentals and the breaking of bad habits. Grammar and punctuation, vocabulary building, study of rhetoric and of style, literature and historical background of literature, creative writing and speech are all tackled with no sure success for any but the "A" student. The major part of most English classes leaving high school are unskilled writers and poor readers. After all those years!

No amount of contact with math problems will help us to work out one if we have not had fundamental preparation. Each grade teaches and drills arithmetic as a matter of course. The average eighth-grade graduate can perform arithmetical calculations with enough proficiency to handle money transactions in his life; but he does not go forth from this grade able to write a good sentence.

For those who think this is too much of a flat statement I will amend it to read that he writes many poor sentences and does not realize why they are badly written. His grammatical knowledge is far less than his arithmetical knowledge. Yet life requires him to be as skillful as possible in thinking in his language, in speaking it and in writing it, as often or more often than it requires number knowledge. We drill number processes but skim language procedures.

When a student enters high school, he should know sentence structure and the rules of punctuation. Grades five through eight, or four years, can accomplish this

by building knowledge of language forms gradually. A program such as the following would not burden any one year:

Grade 5:

parts of speech
parts of a sentence
phrases
comma punctuation of simple sentences

Grade 6:

same, and
participles
gerunds
infinitives
cases
tenses, regular and irregular verbs
parts of speech used as other parts of speech
quotation punctuation
comparison of adjectives and adverbs

Grade 7:

same, and
adverb clauses
adjective clauses
noun clauses
main clauses
recognition of simple, complex, and compound sentences
punctuation rules of each type of clause

EDITOR'S NOTE

"Grammar will teach how to think, how to learn, how to concentrate, how to analyze, how to study. It's the key to education." That's what Mrs. Switzer states; and upon these premises she suggests that students be prepared for high school by four years of grammar drill in grades 5 through 8. Mrs. Switzer, for 16 years an English teacher, is now librarian of Locust Valley, N. Y., Public School, and teaches a ninth-grade grammar class. She says that when she was in school she "loved the drill." She also says that sentence diagramming is a "not unpleasant approach," and that she gives her present grammar class ten minutes a day of it.

Grade 8:

same, and
much analysis of own sentences

With ten minutes of drill a day during the English period, this program could be accomplished. The teaching of grammar resembles that of arithmetic in that it requires daily drill and review to be thoroughly ingrained. It is unlike arithmetic in that less time is required. We drill number concepts through concrete applications. Grammar must be made concrete and taken from the memory and the abstract-thinking method. A picture approach and manual drill system is best suited to building knowledge of grammar so that its patterns become second nature. Diagramming of sentences furnishes this not unpleasant approach.

That a given word is a preposition, for example, means nothing to a child. Even listing phrases is not successful. But let him draw lines with division marks separating sentences into their related parts, let him always put the preposition on the down line and its object on the line at right angles, and you have given him the picture of a sentence, the snapshot of a phrase, and the position of the preposition—always introducing the phrase. Thus this structure becomes memorable. The student will grasp through manual drill in a few minutes what months of talking will never give him.

The participle that he must place on a curved line below a noun will be effectively differentiated from the gerund on a broken line that fits any place that nouns fit. So he will remember the adjective nature of the participle and the noun nature of the gerund. These verbals he will not mistake for the chief verb or predicate of the sentence.

When he sees an adverb clause hanging from the predicate of the main clause, he will understand more easily the relationship of the subordinate clause and be ready

to learn the nine kinds of adverb clauses, drawing them on paper where they fit in the pictured sentence before he can achieve this association abstractly in his mind. It is the same with adjective clauses, noun clauses, and independent clauses.

Is adequate use being made of this valuable aid?

Language is a science. To read masterful expression it is as necessary to be master of the science of language as it is for the math student to be accomplished in arithmetic before he studies algebra and geometry, etc. Vocabulary and grammar are the parts of language science that teach comprehension and performance. They cannot be shirked without such inadequate recourse as remedial-reading work furnishes. The latter props comprehension, but we are left with no support to teach performance. We do teach vocabulary, in the grades; but enough vocabulary drill is difficult to manage. My brief is that enough grammar could be taught, but is not.

There are those who say, "See how successful the teaching of foreign language is becoming under the non-grammar Berlitz system. Why does that not apply to the teaching of our own language?" This is no brief against the Berlitz method of learning a foreign language. There you have exercises to read, with questions to answer, whose construction you find in the original exercise. That is teaching vocabulary. That is imitation. But there comes a stage when familiarity with the foreign language is sufficient to wish to go ahead and express one's own ideas. Those ideas cannot be found on such and such a page of Mr. Berlitz's books, to be imitated in entire form.

Then study of the verb forms and tenses, study of the whole body of grammar becomes necessary for skill enough to write extensively in the new language. I agree that the Berlitz method is faster than beginning grammar with no vocabulary background. But before original composition of sentences on any other than a basic scale

can be achieved, the steps of grammar must be mounted.

In one's own language, one has already passed through Mr. Berlitz's portals. One knows the vocabulary of his friends, his parents, the books he enjoys. But self-expression beyond limited imitation he does not know. The "form" that will be the vehicle of his originality must be learned.

High school should not have to teach this form. High school should be a time of reviewing it, yes, but practice of the learned form applied to develop originality should be the major work. High-school reading programs need knowledge of language pattern as a prerequisite. Study of foreign language begins in high school. Familiarity

with one's own grammar lessens the work of the foreign-language teacher and provides him with more opportunity for progress with his class. Social-studies and science teachers can demand more of a class skilled in grammar because comprehension of texts is easier to the student familiar with grammar; he grasps meanings of involved sentences since he is able to digest their parts.

Grammar will teach how to think, how to learn, how to concentrate, how to analyze, how to study. It's the key to education. The right order of learning is certainly grammar before high school. Why does not the elementary school emphasize grammar at the expense of so much self-expression?



American History: 7 Steps to Greater Effectiveness

Many Americans, including educators, have faith in exposing students to the rigors of American history. State after state has required pupils to troop annually into classrooms to be bored by an uninspiring instructor. One state forces a person to submit to this potential punishment four times between the elementary and junior-college levels. The benign and well-meaning citizens who support such legislation might be surprised at the results.

Instead of a deep devotion, a major proportion of the students leave these classes with an utmost distaste for their country's past. Many an erstwhile scholar has vowed never again to open a history book once he is safely out of the clutches of the history teacher. A generation is growing up which seeks shelter in ignorance and forgetfulness. Yet all this torment is done in the name of patriotism and for the sake of making young people appreciate their heritage.

The situation is serious enough to require the attention of the best minds of the educational profession. Many a wide-awake administrator will concur that required American history courses are boomeranging. Some have even harbored the heretical thought of urging their complete abandonment. Ignorance, these educators argue, is better than outright abhorrence. . . .

First, worry less about whether so-called minimum standards have been learned on the part of the students, and emphasize more the type of attitudes being produced. . . .

Second, protect from thoughtless criticism those instructors who place thinking above rote memory. . . .

Third, inspire both the instructor and the administrator to approach the subject of American history as a part of the vital living of today. . . .

Fourth, encourage textbook writers to be less fact-conscious and more topic-conscious. . . .

Fifth, encourage further study and experimentation as to how history courses can be made the prelude—not the postlude—to a student's knowledge of America. . . .

Sixth, coordinate the history offerings in those districts which require courses at various educational levels. In this way, duplication of material can be materially reduced and student interest can be saved from the effects of a deadening repetition. . . .

Last, attempt to reduce the curse of the required course. . . . We can help to remove the stigma of force which is resented by so many. In some places, the stereotyped requirement can be abolished. In others, it can be modified. In all cases there is an opportunity of allowing reason to temper the austerity of the usual assignment to the history classroom. The goal is not to stupefy, to overwhelm, or to annihilate any interest the student has in America's past. The goal is to inspire courageous thinking and action so that this government—as one famous American phrased it—shall not perish from the earth.—GILES T. BROWN in *California Journal of Secondary Education*.

"WHAT KEEPS YOU *The tense teacher wanted the secret* SO CALM?"

By EVELYN A. STOLZ

BLUE EYES rushed up to me as I stood beside the door to my homeroom. "You look so calm this morning. Just how do you manage that?" Her voice shrilled her tension.

"I'm not though." I hastened to push that truism past the volley of words still being uttered by the petite French teacher. "It's just my method, my dear. Keep them guessing and you've got some of your discipline controlled before the trouble begins."

Blue Eyes sparkled, "You're just being smart, dear. I watch you going along so composedly, never rushed, and never dulled either. You just aren't telling how you manage?"

"There isn't any secret way. You really know how, too. It's just what I have found after a few years of error that the less I flutter, the lower I keep my voice tones, the more I control some of my pupils who have a tendency for jittery-fidgety."

"It's just your secret way." Blue Eyes looked at me in half reproach as she shook her new permanent and jiggled her girdle a bit to the left. Each nervous gesture added to the quaver to her voice. "But, if I have to handle that big oaf of a Merle again today I shall scream bloody murder."

"Merle Oats? You know that Merle's mother is an invalid and that the boy has complete charge of her, that he has to leave her alone all day? She has as bad a case of arthritis as one can get, and she lies all day long with only roof tops and an occasional train switching outside her window to amuse her. Merle fixes her up before he comes in the morning and even gets her

lunch ready. He has a big problem on his shoulders—his father dead, and only a married sister to help."

"No, he's never told me a thing, just hangs around and makes a laugh whenever he has a mind to in class. All the girls are ready to turn their smiles on his six feet of brawn."

"Hmm, that's the best part of Merle. All his troubles haven't changed him one bit."

"Well for pity's sake. Merle deserves a medal, doesn't he? I certainly will treat him a little differently. He's never said anything to me for all of the times that I have kept him after school. There it is again. How do you find out these things? I've been around long enough too, but I don't find out these miseries and home troubles. See, that's what I meant. Just how do you do it?"

"You'll learn too, Miss Katern; that's if you stay long enough for the children to realize you are interested in their welfare. But we won't wish you that if you love these children less after you get away and are married."

Blue Eyes twirled her ring for the diamond's flash. "Oh, John says I am not to worry my head about a thing when we are married. Me? Here? Not on your life. Now, of course you just belong here, don't you dear? Fancy you out of this, just what would you find to equal it? You just wouldn't like it, would you?"

I answered truthfully, "I don't know. After so many years with children and the activities they sponsor, I don't know. I truly don't know."

"Well, I must get into my room, but I

want you to know that I look at you often, and I think you're perfectly wonderful, positively wonderful."

Her voiced trailed off as she skirted the corner, for the buzz had grown in volume as she remained to talk; now her thin shrill voice rose above the roisterous banter.

How did I do it?

How does anyone teach five days of each week but by withholding little of the creative body, by pouring out every inventive gadget, by cajoling, by preaching in sounder, more gaudy plaintive tones than any crooner, any politician ever dreamed necessary to win respect, good will, and a returned flow of mentally stimulated thought from the minds of Today's Youth, Tomorrow's Citizenry?

I pulled down the jacket of my new red suit—this too is one way of being ready: To be girded for battle, to be neatly attired. Last night I had tried to be three people; so this morning I had felt the colossal rock of time above me. For that reason I was dressed with more than ordinary care. I must master every moment of the day. To be well dressed was a prerogative.

My second resolution is to be kind: To be kind where I might be short, indifferent, or unresponsive. That is how I had learned so much of Merle. That is why I let Blue Eye's remarks lie unanswered; she was cat when she wished. Her sweetness was reserved for the Male, be it office or personal male. She didn't care one, two, or three whether I was calm or not; but she did want me to know that tomorrow she would be free of this, so much freer and gayer.

There was my other resolve: To laugh with the joker, and where was the sting? I shrugged my shoulders and smiled inwardly as I marked the morning absentees. What other pleasure could come into that shallow head?

It was during the lunch hour that I was called into the inner sanctum. Again I was

thankful that I had put on my new suit and my white sheer blouse. The words of praise for my senior-high magazine lifted me above the nastiness of the morning. There are moments when one forgets the drudgery, the turmoil; this was that day that had loomed so grey and overwhelming. I held my shoulders a little straighter as I went to a class immersed in the discussion of *She Stoops to Conquer*.

No matter what the teaching assignment, young minds are a stimulus, a slippery, treacherous road to despair or a rosy road to aiding the hurt, the eager, the dull, the unwanted and unwilling. Entertain me, train me, each pair of eyes say, or I shall condemn you deeper than any F you can give me. That is exactly the premise, Blue Eyes.

To stand straight, to think straight, to face life as though it were a challenge flung from the lap of some hissing god who dared me to lift my insignificant voice against heresy, ignorance, the finding of a tangent, the memorization of "The Play" selected for the senior class banquet fund—that is my answer. I am voiceless to the question. The answer begs for its complete interpretation.

Not to look in the whirlwind for uproar, but to glide on even keel; not to look down into stygian dumps, but to look upward

EDITOR'S NOTE

Mrs. Stolz continued her teaching after she was married because she considers it her profession, and she likes it. She has observed many young people who "use teaching merely as a stepping stone" to marriage or some other escape route. They approach their work tensely, and they keep asking her how she keeps so calm. She teaches English in Oil City, Pa., Senior High School.

toward the goal; not to be quelled by the pilot's methods, but to go on, collectedly handling each child, each shortcoming, each daily assignment—that is a teacher's task. The slightest pat of approval on a child's shoulder may warm a friendless heart, may brighten an eye, encourage the

dulled mind. Too, the whirlwind dies down into winged eddies of steady current when the teacher is as calm as the proverbial philosopher.

That is why my smile deepened as I was asked the old, old question: What Keeps You So Calm, Teacher?



"IN MY OPINION . . ."

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows. Ed.

"News Photo" Gallery

TO THE EDITOR:

We have an active photography club which maintains an alcove of photographs picturing life in our junior high school.

"Shoot the idea" is the slogan of the photography club whose members cover every interesting activity in the school. Within forty-eight hours enlarged pictures of the class project, the Mikado show, or the Arista installation, etc., hang in the picture alcove.

This project vitalizes the work of the club and the activities of the school.

IRVING FLINKER, Asst. to Prin.
Straus Junior High School
Brooklyn, N.Y.

Teachers and the Library

TO THE EDITOR:

The article, "Librarian into Educator," by John Carr Duff, in the January issue attracted my attention as I am a school librarian serving about 1,600 children of all ages (6-18 years). I have a natural amount of prejudice, as I was graduated from a state college which has a department of library education and I believe that this combination has many advantages for librarians and teachers.

I definitely approve of the recommendations made by the group that studied the situation. Along these same lines I am wondering what library training teachers in teacher-training colleges are receiving?

Perhaps this seems highly irrelevant to you, but my experience with teachers has demonstrated very

clearly that when library facilities are ignored or not utilized to the fullest, it is not a lack of interest but lack of library skill. How many teachers do not use the excellent materials available in movies or film strips because they do not have the mechanical ability? When they acquire the skill the use of these visual materials becomes a matter of course.

How valuable would a course in book selection be for both grade and high-school teachers? How necessary is a knowledge of children's reading tastes and abilities? How many excellent stories are omitted from a child's literary background because a teacher has not had the opportunity to become familiar with them?

A school library is not a mere repository for books. It has become over a period of years a source of visual aids, ephemeral material, all sorts of reference books, a card catalog, periodical files, and recordings. In addition to these are tools to help in evaluation of books, films, film strips, pamphlets, periodicals, and recordings. Many teachers are asked to suggest suitable instructional materials for purchase.

I maintain that if a librarian is to serve in her fullest capacity she must be familiar with the children, the teachers, the instructional program, the community resources, and the resources of her own library. I also believe that a teacher should not graduate without being made familiar with the purpose of the library in a school, some of the mechanics involved in the administration of a library, a working knowledge of the card catalog, reference tools, library files, and guides to evaluation of material. Add to this an appreciation of children's books gained from reading them and a genuine desire to let the library serve them and through them the children they teach.

MRS. MARIAN J. DUNBAR, Libr.
Sidney Central School
Sidney, N.Y.

RURAL SCHOOL:

A face-lifting for community service

By

CLARA EVANS and HAZEL DAVIS

A LONG WITH THE great changes in the living pattern of the present generation, there has been a tendency to regard the rural school as a thing apart, an institution which provides the fundamentals of a formal education for our children and nothing more.

In the early days this was not so; then the school was often the center of community life, where gatherings of a recreational, political, or civic nature were held—this despite the fact that the rural school of yesterday usually had so little to “do with.” The country school of today, if not actually neglected in some cases, is as a rule far from being the hub of community enterprise and activity which it ought to be. With these and similar ideas in mind, the Department of Elementary Education of the University of Nebraska initiated, in April 1944, a cooperative venture in rural school planning.

This experiment, designed to last three years, was carried out with the generous cooperation of the State Department of Public Instruction, a country superintendent of schools, and various consultants from the University. Five objectives, it was agreed, would be realized by this venture.

First, it would make available to the county services to provide a program of better living through better schools. Second, it would provide students of the University Teachers College with a rural laboratory area. Third, it would furnish an opportunity for the Department of Elementary Education to try out various methods of off-campus service. Fourth, it would give the university teaching staff an opportunity to

evaluate the pre-service training of teachers. Fifth, it would be an experiment with co-operative effort between a teacher-training department and a country school system in widely scattered rural areas.

When a conveniently located and representative rural school (District 107) had been selected for the experiment and when the whole-hearted cooperation of the teacher and the school board had been gained, students from the elementary-education department made a survey of the school district. To help in this matter the children of the school prepared a floor map revealing the physical features, the social patterns, and the economic resources of the community. Then followed conferences with teacher and children concerning needed equipment and possible improvements in the school itself.

Some useless furnishings were discarded; others were rebuilt by the University's industrial-arts department. A low bookcase, a library table, and benches were purchased. Drab pictures on the walls were replaced with cheerful prints. Colors for the walls were agreed upon, and the children's mothers volunteered to do the interior painting. Outdoor “touching up” began in the fall, with the children themselves repairing and repainting all outdoor equipment. They also drew up plans for improving the school yard. Shrubs and trees native to the state were planted. By the year's end the physical transformation of the school and its grounds was largely completed, and to celebrate their achievement the children and their parents arranged a Christmas community festival in the school-

house. This was an occasion of pride in what they had accomplished and joy in sharing it with one another.

Students and educators have visited the school in order to study the district, the school plant, and its facilities. From them have come many helpful suggestions and observations; in return they have gained inspiration to create better school environments in their own areas.

Through the office of the county superintendent, a study was made of the help desired by the teachers in this school. In addition to conferences and supervisory visits, it was revealed, these rural teachers would like to have available a library of visual aids and exhibits of children's work, as well as helpful printed material including graded literature lists, remedial-reading procedures, and successful recreational programs. Other studies of special problems confronting rural teachers have been or are being made. From this experiment, too, has come a desire for conferences of teachers on their own professional growth. The elementary-education department found it profitable to devote pre-registration Saturdays during the month of May to the individual problems of the Lancaster County teachers. In this school the first general rural use was made of standardized achievement tests. A new arithmetic pro-

gram was also introduced, and new units on soil and water conservation were added—these latter to the social-studies course.

Encouraged by its success thus far, the Department of Elementary Education has "adopted" another country school (District 43) within the county, and here a similar renovation program is in progress. In addition, however, for better orientation of the school and the elementary-education department, the teacher in this school will teach a typical one-room rural school in the department's Summer Demonstration School. In this replica of a country school, inexperienced girls will actually help with teaching during the summer and thus become familiar with the rural program and practices.

Current plans for District 43 include a number of promising activities. The department's class in children's literature, for instance, intends to present stories for the children of the school, using such techniques as feltograms, chalk talks, dramatizations, and shadow plays. The class in elementary science, provided with simple equipment, plans to visit the school and demonstrate the fascination of experimenting with air pressure. Still another project is under way to supplement the school's literature library. Finally, to bring the "adopted" school still closer to the department, the teacher and the children will be invited to participate in a May Day Play Day Festival sponsored by the department. Culminating the summer's activities will be an all-community picnic at which student-teachers, children, and parents may take stock of what has been done and what still remains to be done.

This cooperative venture in rural-school planning reveals clearly that striking improvements in our country-school system may be effected with comparatively little expenditure of time and money. A well-landscaped, well-appointed, well-ordered, and well-taught school is in truth the pride of the community it serves.

EDITOR'S NOTE

This is the story of how a rural school was dressed up and given more adequate equipment, as the first step toward making it a community center. The planning and the work were a co-operative venture of school and community, and a group of students and teachers from a neighboring teachers college. Miss Evans and Miss Davis are assistant professors of education in Teachers College, University of Nebraska, Lincoln, Neb.

Get Your Thesis Topic Here

By WILLIAM M. LAMERS

IN THE COURSE of a quarter century of master minding I have supplied graduate students in education with so many thesis or dissertation subjects that my mind has become fatigued and muscle-bound and I am leaving the business to my mentally more agile juniors.

Before departing, however, I would like to distribute my few remaining wares, samples of which are appended. The following titles and subjects are free for anybody's use. They are at least as important as some I know have been used. But, I repeat, these are my remaining gems. Hereafter, provoke my addled mind no more.

1. The Influence of Two Entirely Unknown Twelfth Century Educators Upon Each Other.
2. A Behavioristic Study of the Cranial Development of the Earth Worm With Implications for Children of Genius.
3. A Statistical Study of the Comic-Strip Choices of 5,674,373 Children in Grades 1-6 Inclusive in Greater Asia.
4. A Collection of 259 Bright Sayings of

Pre-School Children at Peoria, Ill., Gained Through Maternal Interviews.

5. A Tachistic Study of the Ambulatory Rate of Third-Grade Children Making Field Trips to and From Fire Houses.

6. A Concise History of School Dismissal Signals From Colonial Times to 1923.

7. A Report of an Effort to Determine the Repressions of Principals From an Analysis of the Doodles of 113 Desk Blotters.

8. The Influence of Bunions Upon Teacher Attitudes.

9. An Effort to Relate the Incidence of Athlete's Foot Among Women Teachers of Physical Education to: (a) The Early Availability of Telephones in Their Homes, and (b) Their Failure to Marry Before Their 25th Birthdays.

10. The Maladjusted School Child in Finno-Ugrian Folklore.

11. An Annotated Bibliography of 276 Films Dealing With the Childhood of Marco Polo.

12. Student Reaction to Redheadedness in Teachers as Expressed in Essay Responses: A Survey of the Oklahoma Public Schools.

13. A Chemico-Physical Analysis of the Contents of 76 Wastebaskets in the Nursery Schools of Sleepy Eye, Minnesota.

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Editor's Note: Mr. Lamers is an assistant superintendent in the Milwaukee, Wis., Public Schools.

A Feeling of Security

By MARY E. OHM

WILL MISS JONES be as nice as you are?" Bill asked.

"I'm sure she will, and anyway I'll be here, too," I answered.

"That's good," replied Bill.

I had just explained to my seventh-grade English and literature class that Miss Jones, who had been observing them for several days, would be their student teacher and soon would be teaching the class.

The day before Miss Jones came I told the class that we would be having a visitor who would observe the class. She was introduced to them when she arrived, and they accepted her as a matter of course. Several days later she didn't arrive until the second period; so Bill at the very beginning of the period asked, "Where's Miss Jones?" I said she probably wouldn't arrive until the next period. I saw then my opportunity to tell them about Miss Jones' purpose in observing and subsequent teaching of the class.

As I thought over this conversation with Bill, who was most sincere and really concerned, I saw in it a cue that students must be made secure with student teachers as well as student teachers with students. Heretofore, I have been careful to help the new student teacher gain security with the pupils. That is still vital. However, I realized that the child, too, must know that his security is not to be impaired by the arrival of a student teacher.

Bill in the three weeks prior to our conversation had, along with his group, entered

junior high school. He had come to a new school and to a departmentalized curriculum. That meant eight teachers instead of one, eight rooms instead of one, and passing between classes.

He stayed at school all day and learned the routine of eating in the school cafeteria. He had been introduced to homeroom activities, Junior Red Cross, Dramatic Club, and Student Council. He had mastered the intricacies of operating a combination lock, keeping two lockers, undressing and dressing for physical education. He had learned the accepted procedure for going to and from a program in the auditorium and how to leave the building in case of fire. He had learned the procedure to go through in case of absence from school.

All these things and others he had learned in his first three weeks of junior high school. At the end of this period, he knew his different teachers and his schedule fairly well. He felt secure and even thrilled about his new school life. It is understandable, therefore, that at a time when he felt that everything was under control, so to speak, he wanted assurance that his security would continue and not be disrupted by the entrance of a new teacher upon the scene. Reassured that all was well, his peace of mind returned immediately.

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Editor's Note: Miss Ohm teaches English and literature and is a supervising teacher for student teachers in English at Wilson Junior High School, Terre Haute, Ind.

A-V Machine Upkeep

When the schools changed from stoves in each classroom to some form of central heating, we needed persons who would be responsible for taking care of the heating equipment. When schools buy and operate buses, arrangements must be made for their repair and upkeep. It follows, too, that when phonographs, projectors, recorders, playbacks, mimeographs, public-address equipment are bought, plans must be made to keep them in repair.

It is easy to nod one's head in agreement, but the number of schools in which the lenses of the slide projectors are clean, where the film projectors are kept well oiled, where everything electronic is in tip-top shape, is by no means a whopping majority.

—EDGAR DALE in *The News Letter*.

—If We Do or Don't!

Teachers of the social studies have long been accustomed to seeing their subject the center of one type of controversy or another. They have been accused of neglecting valuable historical lessons or of over-emphasizing useless and impractical details; of being the tools of communism, socialism, or reaction; of trying to teach too much or of teaching too little; of neglecting the realities of the present or of stirring up discontent and cynicism among the young. Both the content and the method of the social studies have been in a constant state of flux and controversy and no doubt will continue to be, since by its very nature it deals with material which itself is never settled—man's relationships to man.—LEONARD B. IRWIN in *The Social Studies*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

VALENTINES, ETC.: An annual Teacher Appreciation Day has been added to the calendar of Lyons Township High School, La Grange, Ill., reports *Illinois Education*. This idea is credited to the *Lion*, the school newspaper. To celebrate the day, the students bought valentines to give their teachers, and also "bestowed small gifts and acts of thoughtfulness" upon them. "Of all the schools in which I've taught," said one teacher, "I have never known anything like this." If your school tries this idea, we recommend warning the teachers thoroughly, rather than springing it on them. Otherwise, a teacher suddenly finding himself bestowed with acts of thoughtfulness by the students might be startled out of his wits.

GOVERNMENT FILMS: Hereafter, the U. S. Office of Education will serve as the central registry and source of information for all Government films produced by the various agencies. A complete catalogue of all Government films available for school and public use will be issued by the Office of Education in the summer of 1950. The catalogue "will contain 2,500 items and will give specific information on the content of each film, its technical specifications, accessibility, and value for use in schools, with adult groups, and on television programs." When it's ready, you can buy copies from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

MOUSE HUNT: Boys and girls in the thousands of high-school science clubs in all parts of the U. S. have been invited to engage in a cancer-research project by Dr. Clarence C. Little, director of the Jackson Memorial Laboratory, a famous cancer-research institution of Bar Harbor, Me. The project involves trapping, breeding, and observation of wild mice. Thousands of students in 37 states are already cooperating in this nation-wide effort, which would be prohibitive in cost if left to specialists.

Students are to trap any of 13 species of wild, outdoor mice about which scientists would like to know more. The mice are to be domesticated and bred in high-school laboratories, and observed for signs of cancer and other diseases, as well as for genetic variations. Reports and interesting specimens are to be sent to the Jackson Laboratory.

Fired with enthusiasm for the project, says the *New York Times*, students of two New York City high schools tried to trap wild mice in the public parks. That's somewhat like trying to catch the

Lexington Avenue Subway in Yuma, Ariz. They quickly found that it's illegal to set traps in the city parks; that all mice in the parks have been exterminated; and that even if they went outside the metropolitan area they wouldn't have much luck, as the mice hole up underground during the winter. But the students were determined to begin trapping beyond the city limits this spring.

PAPER: There is a serious world shortage of newsprint which may grow worse in coming years, announces Unesco. The world production of newsprint is some 7,500,000 tons—and Canada and the U. S. alone consume two-thirds of that total. Because of economic restrictions, Europe can't afford to buy the amount of newsprint it needs. And 3 whole continents—South America, Asia, and Africa—with 67% of the planet's population, consume only 11% of world output of newsprint.

RESIDENCE EXCHANGE: If you would like to "enjoy a rent-free vacation in any region of the U. S.," there's an organization that will serve you. It's the Teachers Residence Exchange, directed by Mrs. Mildred Lewis. The idea is that if you want to spend the summer in a particular part of the country, Mrs. Lewis will try to match you with a teacher in that region who has residence facilities similar to your own, and wants to spend the summer in your region. You simply exchange residences with the other teacher for the summer. There's a \$2 fee for listing your circumstances and requirements, and a \$25 fee when a swap satisfactory to you is arranged. A folder explaining the plan may be obtained from the Exchange at 100 West 42nd St., New York 18, N.Y.

ACHIEVEMENT: Ponca City, Okla., classroom teachers have achieved a distinction enjoyed by few systems throughout the U. S. This accomplishment, says *Oklahoma Teacher*, is the presentation of complete and regular lessons with motion-picture films and filmstrips by 100% of the teachers. Each of the Ponca City schools is equipped with a new 16mm projector and filmstrip projector. A central library containing \$10,000 worth of films is heavily patronized by the teachers.

FUTURE CLUB: Another "Future" club for high-school students is Future Business Leaders of America, intended for those in the commercial
(Continued on page 512)



Illinois Schools Point the Way in Life Adjustment

SO MANY people are involved and their interest is so great in our Illinois Secondary School Curriculum Program," said the director, "that we are getting a number of valuable by-products of the main activities with which we began."

In Illinois is a good example of the broadly-based and comprehensive activity which the Commission on Life Adjustment Education for Youth has attempted to encourage. It was launched independently on September 1, 1947, as the Illinois Secondary School Curriculum Program, and has since been called also the Illinois Life Adjustment Education Program. It is sponsored by the State Department of Public Instruction in cooperation with colleges and universities, the Illinois Secondary School Principals' Association, and 38 lay and professional groups. Professor C. W. Sanford of the University of Illinois is director, and Superintendent Matthew P. Gaffney of New Trier Township High School is chairman of the steering committee.

Many bulletins and reports have been issued in connection with the Illinois program. One of them summarizes the results of basic studies which have been carried on in local high schools. A holding-power study was conducted in 76 representative schools, a study of hidden tuition costs in 79, one on the extent and character of pupil participation in extraclass activities in 13, and a fourth on the adequacy of available guidance services in 96 schools. Follow-up studies are being conducted in 97 schools.

Teams of consultants from the colleges, universities, State departments, and other high schools are aiding staffs in 38 selected

school systems in attempting to improve the curriculum through 73 carefully planned projects. These projects are concerned with the improvement of existing courses, with enrichment in broad fields, with the development of common-learning courses, and with projects which cut across subject lines.

In Illinois hundreds of school administrators and teachers have attended one or more three-day workshops. Approximately 4,900 teachers and administrators from 27 counties have attended one of the 22 county meetings. The depth of the general interest may be judged from the fact that the eight cooperating schools chosen for across-the-board curriculum development were not selected until more than 100 schools which had applied for these places had been personally visited by members of the State director's staff.

At the request of the National Commission on Life Adjustment Education for Youth, state commissions either have been appointed or designated in more than one-third of the states. In Florida, Kansas, Texas, Washington, and West Virginia state publications have been issued. A number of local schools have issued life adjustment publications. Colorado, Illinois, New Jersey, and North Dakota have appointed cooperating schools. In New York a special committee of 19 lay leaders advises the committee of educators which works on the problem.

The Commission on Life Adjustment Education for Youth interprets its main function to be the stimulation of cooperative efforts on the part of educators and

laymen all over the nation to provide appropriate educational programs for all youth of high-school age in their local communities. It believes that the clearly defined and generally accepted aims of American secondary education found in such pronouncements as *The Cardinal Principles of Secondary Education*, *What the High Schools Ought to Teach*, and *Education for All American Youth* stem from sound theory out of which many kinds of effective educational programs can be built. The time is long overdue for the translation of theory into practice on a large scale. The Commission, then, exists to encourage action and to aid in conducting action programs.

Actually the Commission on Life Adjustment Education for Youth serves as an advisory committee to the Divisions of Vocational Education and Elementary and Secondary Schools in the Office of Education, F.S.A. Neither the Office of Education nor the Commission has or wants controls over education in the United States. Both believe that education in this country should remain a state and local function. They have attempted to build a national action program through a series of conferences and through them to build consensus.

The Commission announced that it would work only through chief state school officers. It proposed that there be appointed or designated in each state a committee of representative laymen and educators to get state programs of life-adjustment education under way. It suggested that each state committee select a few local schools to cooperate in planned efforts to achieve the goals of life-adjustment education. The Commission proposed to serve as a clearing house for information and materials and for reporting effective practices. It reminded chief state school officers of the strength that comes from any union, and suggested that state groups working together could repulse the attacks ordinarily made on local schools and even associations of schools which dare

to develop curriculum innovations.

At this time it is impossible to determine the extent of the Commission's influence. Certainly it has stimulated many local schools to study school leavers and many educators and non-educators to discuss the basic issues posed by America's attempt to extend secondary education to all. However, curriculum improvements are made not at the national level but at the grass roots in local schools. The Commission does not take credit for good practices being carried on. It merely attempts to call attention to them.

As a result of such action programs as these, some American high schools are in the process of changing from selective institutions which serve economically favored youth to democratic institutions which serve all youth. However, in spite of democratic traditions and ideals many are still actually selective in practice. Most high-school faculties need to acquire a new concept of secondary education before they can go intelligently about the task of serving all youth.

The Commission on Life Adjustment Education for Youth urges the schools of the nation to capitalize on the great interest which exists in improving secondary-school programs. There are many reasons for this interest. During the war there was little time for basic school improvements. Now educators are attacking the job with full realization of the acuteness of the problems they face. Increased high-school enrolments are approaching through the elementary schools. Industry has little need for youth of high-school age. Above all, it is becoming increasingly certain that a democracy depends for its existence upon an educated citizenry.

J. DAN HULL, Ass't Dir.
Division of Elementary and
Secondary Schools
U. S. Office of Education
Washington, D.C.



BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

Educators Guide to Free Slidefilms, First Annual Edition, compiled and edited by MARY FOLEY HORKHEIMER and JOHN W. DIFFOR. Randolph, Wisc.: Educators Progress Service, 1949. 114 pages, \$3.

Similar in make-up to the widely used *Educators Guide to Free Films*, the first annual edition of *Educators Guide to Free Slidefilms* provides a comprehensive annotated list of sound and silent film strips available from industrial, governmental, and philanthropic sources. The book features a title index, a source index, subject classifications, subject index by topics, and indexes in color for quick reference. In addition, the volume includes information concerning titles of slidefilms, types of slidefilms, number of frames of silent slidefilms, number of frames and running time of sound slidefilms, dates of release, terms and conditions of loans, and names and addresses of agencies making free loans.

An analysis of materials listed shows that a total of 158 strips are listed in the applied arts areas of aeronautics, agriculture, business education, home economics, and shop work; 8 strips are listed in the

areas of art and music; 27 strips are listed in health education; 37 strips are listed in literature; 44 are listed in science; and 111 are listed in the social studies, covering consumer education, geography, history, safety, social problems, and transportation.

This volume should be very useful to educational agencies and institutions having limited budgets or to those interested in using materials in the specialized areas of concern to those making the materials available.

JAMES F. CALDWELL, Dir.
Audio-Visual Aids Service
Univ. of Alabama
University, Ala.

Searchlight on Peace Plans—Choose Your Road to World Government (new and enlarged ed.), by EDITH WYNNER and GEORGIA LLOYD. New York: E. P. Dutton & Co., Inc., 1949. 607 pages, \$7.50.

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ment? Do you wish to trace man's constant efforts to establish some peace structure? *Searchlight on Peace Plans* provides a convenient answer to your questions.

The range of the searchlight is wide. Its beam is sometimes intense, sometimes thin. The authors' efforts to make the volume more than a compendium of information and thus give some structural basis for comparisons have caused some lack of clarity. Of the five original parts of the volume and its addenda on recent developments, the reader must not neglect the section on basic issues, which defines the decisions required in setting up peace plans and states the authors' procedures for analyzing the practical and theoretical attempts at peace under headings: (1) type, (2) membership, (3) organs of government, (4) transfers of jurisdiction, (5) methods of enforcement, (6) immediate steps, (7) territorial changes, (8) ratification.

In the second section, on theoretical plans developed between 1305 to 1914, the authors give brief but helpful descriptions of the variety and the intensity of man's search for peace, whether by a diplomat, like the Duc de Sully, or a galley slave like Pierre-Andre Gargaz.

In the final section the authors make clear their bias against the confederation type of world organization. One senses their feeling that the UN is a

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Physics—The Story of Energy, by H. EMMETT BROWN and EDWARD C. SCHWACHTGEN. Boston: D. C. Heath and Co., 1949. 593 pages, \$3.20.

This physics text is designed for the secondary-school pupil. The topical sequence is not the usual one in standard physics texts. The order is as follows: sound, light, energy transformations to get work done, electricity, relation between energy and motion, (heat is included in this last unit). Each unit is treated exhaustively. The very newest information available is included in the text. In deriving the laws of physics much of the experimental data is presented. Each law, where possible, is stated in mathematical terms and type problems are carefully worked out.

Each chapter ends with a summary, things to do, questions, problems, exercises for advanced study, and references, with an occasional self-test. The appendix contains a very useful section explaining the mathematics needed to do the problems of the text, an excellent set of tables, and a valuable list of references annotated for the pupil, the teacher, or both. Each unit begins with a one-page overview of the particular problems that will be covered in the unit.

The format of the book is intelligently conceived. The text is presented in double columns on each page. The type is clear and large enough. A few pages are confusing when problems and diagrams appear in the same column. The diagrams are the best feature of the book. They are numerous, large, clear, provocative, and most understandable. The photographs are few and poor. The formulae do not stand out on the page as they should for ready reference.

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The following excerpts are clues to good professional reading in THE CLEARING HOUSE for April.

It is quite generally recognized that in this age of supersonic rockets, we are still in the age of the one-hoss shay as far as many aspects of sex education and marriage preparation are concerned.—*Paul H. Landis*, p. 451.

What is involved in teaching international understanding? Can the narrow attitudes of nationalism and prejudice we find in ourselves, and in children, be changed? What shall we teach about the United Nations? Are materials available? What issues are paramount?—*Everett and Arndt*, p. 456.

The success of the educational program for the junior-high-school-age student is greatly dependent upon a clear understanding of his general characteristics.—*Roben J. Maaske*, p. 459.

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The merry-go-round starts all over again. After a year, A's parents move out of the district, but not before the principal, dean, and several teachers have

accumulated a platinum tinge in their hair.—*Charles A. Tonsor*, p. 472.

What is the answer? Bring back the strap? Revive the old adage, "spare the rod and spoil the children"? Perhaps. I do know that the retirement plan for school teachers will never go bankrupt, because at the rate the teaching profession is going, teachers won't live long enough to retire.—*Frank Grote, Jr.*, p. 476.

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Mr. Mason conjured up a vision of a school in which there were no lessons. The children just took the screws out of the doors and reset them, and by so doing became very handy around the house.—*Cordell Thomas*, p. 485.

That is why my smile deepened as I was asked the old, old, question: What Keeps You So Calm, Teacher?—*Evelyn A. Stolz*, p. 494.

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Dynamic Psychology and Conduct, by HAROLD SAXE TUTTLE. New York: Harper & Bros., 1949. 448 pages, \$3.50.

The expressed purpose of *Dynamic Psychology and Conduct* is to show parents and teachers how an understanding of the psychology of attitudes and interests can be applied to training boys and girls for "constructive cooperation in the good society." This reviewer endorses such purposes, but does not feel certain that this book will be effective in accomplishing its aim.

The subject matter is an impressive expression of a needed concern, on the part of all of us, for the conduct and character (morale) of youth, but is not convincing as a handbook of how to harness human dynamics. The psychology is probably sound, but is too often screened by verbalism and diluted by moralizing. The actual usefulness of some of the suggestions is questionable.

For instance, an explanation of how to promote development of desirable character traits advises the reader to "condition the child in particular acts; help him discover common meanings in classes of acts; lead him to see that all the acts of a certain class really belong together; give a name to the total concept. A trait will emerge." Advice on how to prevent development of such undesirable habits as smoking and drinking includes, indirectly, the use of dramatic temperance lectures. Obedience "is acquired by consistent submission to some specific authority, with penalties for non-conformity."

On the positive side, the described problem cases provide good material for discussion groups, and useful listings of recommended readings are offered at the end of each chapter.

EVERETT WOODMAN
College of Education
University of Illinois

World Neighbors—A Book of Readings of Many Countries, edited by THELMA G. JAMES, WALTER R. NORTHCOFF, and MARQUIS E. SHATTUCK. New York: Harper & Bros., 1950. 520 pages, \$3.20.

This is a fascinating new anthology that should win friends among teachers and pupils by the attractiveness and meaningfulness of the selections. There have been several of these literature texts that have cut across national boundaries and attempted to assist in the building of understanding among peoples; and this, the latest addition, stands very, very high on the list.

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Although the suggestions for further reading at the end of the units are plentiful, it could be wished that the titles had been annotated.

The best placement for the text would be with upper classes. In format the book seems small, the type style readable, the paper of good quality—all of which should help the pupils accept it willingly.

LEON C. HOOD

Clifford J. Scott High School
East Orange, N.J.

Man's Great Adventure, by EDWIN W. PAHLOW with added recent material prepared by RAYMOND P. STEARNS. Boston: Ginn & Co., new rev. ed., 1949. 815 + xli pages, \$3.76.

This is a text which makes a definite attempt to appeal to the historical imagination of students. Its literary style is such as to aid in linking the student with past events. The volume abounds with illustrations ranging from great art works to current cartoons. These aid in recreating the life of the past and in deepening interest. The text aims to be a history of civilization, with materials showing the progress of science and the arts and not just drawn from "past politics." The original book has been much strengthened with an excellent section on recent developments by Raymond P. Stearns.

The one apparent weakness is over-simplification. Some teachers might find parts of the content thin and some of the maps lacking in sufficient detail. On page 418, Pahlow speaks of the "peculiarly" English quality of a "capacity for cooperation," which is no more peculiarly English than it is Swiss or Scandinavian. He mentions in the preface that the Fascist lands strive for "security, prestige, and a decent standard of living" thus making their goals resemble those of the welfare state rather than those of a racist war machine. In view of the sound treatment of the totalitarian states in the body of the text, this hurried preliminary reference is unfortunate and misleading.

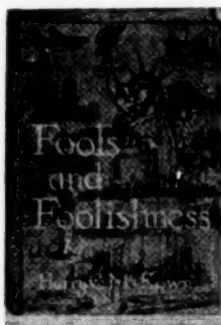
I believe that teachers who are looking for a readable and interesting text in world history will find this revised edition of Pahlow's book high on their list of possibilities.

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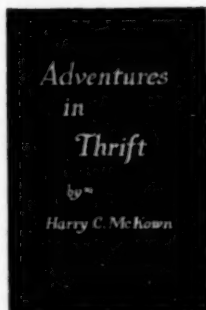
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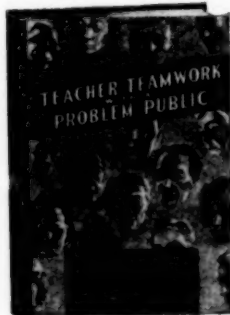
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SCHOOL NEWS DIGEST

(Continued from page 499)

department. Information and suggestions on organizing such a club may be obtained from the United Business Education Association, 1201 Sixteenth St., N. W., Washington 6, D.C. It seems as if there is now a "Future" club to meet the needs of almost every high-school student.

BRICKLAYING SUPT.: Arlington, Ia., voted two bond issues totalling \$60,000 for a building to contain a gymnasium-auditorium and 4 classrooms—but were a bit appalled when they learned what the building would cost. Burton North, superintendent of schools, is a good bricklayer, says W. Henry Galbreth in *Midland Schools*. He offered to do the building himself with the assistance of his son, some high-school boys, and a few common laborers. The 70 by 155 foot building was completed by Mr. North at a saving to the town of \$30,000. We hope he got a raise.

FAIR CUT: A "significant and historical case" recently was won by the Missouri State Teachers Association, in which it was established that the State's public schools are entitled to a one-fourth

cut on all fines collected by the State. The fine in point was a \$2,090,000 judgment against a group of fire insurance companies, says *School and Community*, State education journal, and the schools' share is \$522,500. When the State collected the fine, the Association promptly entered suit against the State, demanding that all or part of the money be allotted to the schools. A circuit-court judge awarded all of the fine to the schools. But on appeal, a supreme-court judge ruled that the schools' share of such fines should be 25%. We presume this is one case where teachers beat politicians to the punch.

BOXING: If boxing classes are a part of a high school's physical-education program, spectators should be barred from the bouts "to avoid entanglements with some unscrupulous fight managers." That's the advice given in the *New York Times* by Lawrence A. Miller, physical-education director of Gloversville, N.Y., High School, where boxing is taught. In fact, he says, to keep the competitive element out of boxing classes, it's best not to have anyone on hand at all, except the boxers: "The minute you get spectators you get in trouble, because you can't keep the undesirable element out."

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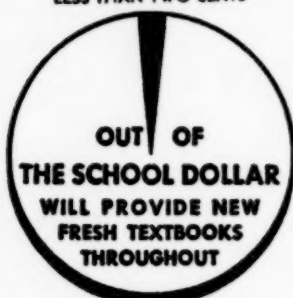
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